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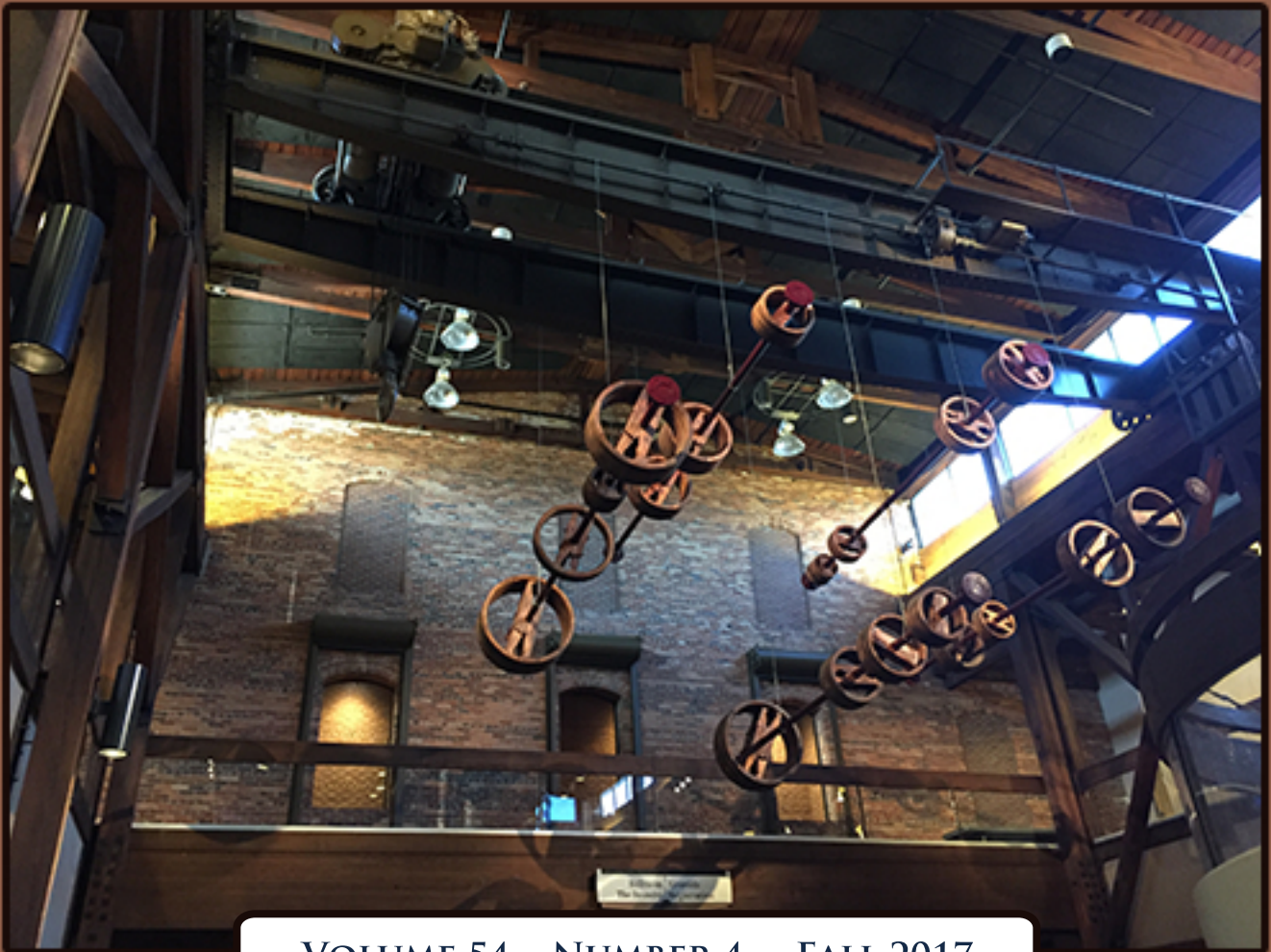
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GEORGIA LIBRARY QUARTERLY



VOLUME 54 NUMBER 4 FALL 2017

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THE UNIVERSITY OF ALABAMA®

GLA SPOTLIGHT

Augusta University Libraries

The University Libraries of Augusta University are comprised of Reese Library, which serves mainly undergraduates as well as graduates in education, business, public administration, and psychology, and Robert B. Greenblatt, MD Library, which serves the health sciences professional schools (e.g., medicine, dentistry, nursing, allied health sciences). Augusta University is a consolidation of Augusta State University (now the Summerville campus) and Georgia Health Sciences University (now the Health Sciences campus), approved in January 2013. The university is one of four state public comprehensive research universities. Greenblatt Library is the only public health sciences library in Georgia.

The AU/UGA Partnership campus, located in Athens, is served by a medical partnership campus librarian, who reports to Greenblatt Library.

In the fall of 2016 Reese Library, in cooperation with the university's Information Technology division and Office of Faculty and Academic Affairs, opened a new, state of the art technology collaboration space for students. The new space is located on its second floor in the area previously housing a portion of the print government information collection. This space offers multiple technology-enabled group collaboration spaces and a number of individual work areas where students can access more

than fifty Mac and Windows computers as well as use their own devices. An IT support desk, staffed by students, handles multimedia and application support for student projects. New furniture was added to further set this area apart.

Both libraries offer a variety of services, including having librarians embedded into the university colleges to provide point-of-need research assistance for faculty and students. Greenblatt Library also offers a satellite site on

the second floor of the J. Harold Harrison Education Commons building, an area heavily used by professional students. Reese Library offers embedded hours in the new Academic Success Center. The library instruction program serves students and

faculty in a wide range of disciplines. The clinical information librarian rounds with pediatrics and family medicine departments to provide clinical information to assist with patient care at the point of need and provides customized consultations for research and teaching information needs.

Both libraries have unique collections including rare books, portraits, personal manuscript collections, and institutional publications and documents. Greenblatt Library has William Hunter's *Gravid Uterus*, published in 1774 and including a dedication page to King George III. William Hunter, a famous anatomist, surgeon,



and obstetrician in eighteenth century Great Britain and author of numerous articles on anatomy, surgery, and midwifery, served as the physician to Queen Charlotte, wife of King George III. Reese Library acquired the Pilgrim Health and Life Insurance Company Papers (1898–1989), a major African American business with a home office in Augusta operating in several southern states.

Greenblatt Library hosts the National Library of Medicine-funded Georgia Biomedical Informatics Course. Held at Brasstown Valley twice a year, this course provides participants

with a week-long immersive experience in biomedical informatics as well as continuing education for health care professionals interested in the application of computer technologies to medicine. Nationally known bioinformatics educators and thought leaders serve as the faculty.

To learn more about the University Libraries of Augusta University, visit:

<http://www.augusta.edu/library/>

*[Pictured] Reese Library Multimedia
Collaboration Space*

GLA SPOTLIGHT

Library Technology Center University of North Georgia Libraries, Dahlonega Campus.

The Library Technology Center (LTC) opened in the fall of 2008. Almost ten years after opening, changing student needs and the consolidation of two institutions into the University of North Georgia (UNG) have transformed the original LTC in many ways.

Service points, resource locations, and student work space changed for the better.

Originally, two service desks located on the first floor (one for reference and one for circulation) were combined to make a single service point staffed by a librarian and an

access services staff member. Two years ago this staffing model changed to have only one person on the desk at a time. To prepare, access services staff received training in answering basic reference questions and librarians were trained to handle circulation transactions. Librarians remain on call for more in-depth research assistance if needed.

Enhancements to the lobby, a space accessible 24/7 to the UNG community by swipe card, allowed shortened evening hours for the library proper. Carrels were added for individual study space. Several white boards were installed as well as an ATM and a school supply/snack vending machine. Improvements to the third

floor were made by moving two stand-alone circulating collections (juvenile and strategic language materials) to the second floor, which resulted in all circulating materials being located on a single level. Current periodicals moved to the first floor, adjacent to the bound periodicals and reference collection. All shelving was removed from the third floor to make way for additional tables and seating, providing more space for students to work alone or in groups.



When the university went through consolidation, the need to work globally over four campuses meant changes for personnel. A technical services department, responsible for managing and facilitating technical services

for all UNG Libraries is located in the LTC. Additionally, librarian positions at the two largest campuses, Gainesville and Dahlonega, were elevated to collection management positions and these librarians are now responsible for overseeing the selection and purchasing of resources for all UNG Libraries. As the university grew, the need for copyright expertise also grew. What was formerly a part-time library assistant position became a full time copyright officer, able to advise all departments of the university in regards to copyright and fair use.

In 2013, UNG added a digital initiatives and special collections librarian who is responsible

for the digital repository, archives, and special collections for all UNG libraries. With the addition of this position, the libraries have grown and developed special collections that support not only the two previous university histories, but also document the histories of the local communities that UNG serves. These collections include the Bruce Collection, comprised of nineteenth-century negatives by local photographer Lon Bruce, and the Alumni Collection that contains materials donated by alumni to North Georgia College and State

University and the University of North Georgia. Additional space in the LTC has recently been identified to become office and storage space for special collections, thus enabling even more growth in this area.

Over the last nine years, driven by the strong desire to serve the UNG community, especially the students, the Library Technology Center has grown and improved to create an even more inviting and welcoming space for all.

GLA SPOTLIGHT

Villa Rica Public Library

The grand opening of Villa Rica's new \$3 million public library took place on Saturday, February 11, 2017. Approximately 2,000 community members poured into the new facility that day, checking out all the modern features of the library. The 16,370 square foot facility at 869 Dallas Highway is more than triple the size of the old Villa Rica Public Library, which closed its doors on February 1, 2017.

The new facility has been designed for a growing community, with plenty of bright space for reading and viewing, digital access, public meetings, a coffee bar, and a drive-through window. The new library has a large children's area, set apart from the rest of the library with soundproof glass walls, which includes a craft corner and an outdoor reading garden. There is a meeting room large enough for seventy-five people with a full-size kitchen and a large conference room equipped for digital presentation and consultation.

Tanner Medical Center Villa Rica has its own meeting space in the library, which it uses to host health-related classes.

Other features of the new library include a large teen area with a glassed-in group conference room, multiple study rooms with total digital access, and brightly lit tiered spaces for casual reading under a window wall that spans the library.

Built into a slope, the library's three open tiers house periodicals, audiovisual materials, and teen services. Looking down on a ramp that runs the center of the building, the majority of shelving for the library's book collection is

located on an upper tier surrounded by comfortable seating and study areas, and it is the only part of the old building that has been incorporated into the new facility. The old shelves were powder-coated and refurbished for the new space. The

modular iron shelving on all three tiers of the other side of the building is designed for more casual browsing.

Benning Construction Co., an Atlanta developer, built the library. Funding for the facility came partially from the state, as well as revenue from the city's share of the special local option sales tax and also from Carroll County.





From the **PRESIDENT**

It has been such an honor for me to serve as the Georgia Library Association (GLA) President for 2017 and such a privilege to work with so many talented and dedicated library staff. The year started with the goals of launching the newly named Georgia Libraries Conference, GLA website redesign and launch, cultivating relationships among all cross-sections of the library community, and knowledge transfer for sustainable ongoing association practices. What a year it has been!

For those of you who attended the Georgia Libraries Conference (GLC), I hope that you enjoyed the sessions and the new events featured this year. The GLC Conference Steering Committee did a fabulous job organizing the conference and creating an energetic environment for us to learn and network. There were over 480 registrations, 140 sessions, and 48 exhibitors. Thanks to all of our presenters. We have received great feedback on the sessions. Our keynote speakers, R. David Lankes and Siva Vaidhyanathan, gave on-target addresses about issues and opportunities that face our profession and society. The Scholarship Committee held another fun and exciting raffle, raising more than \$4,000 for the Beard and Hubbard scholarships. Linh Uong, Scholarship Committee chair, and volunteers did a fabulous job!

This year's Georgia Libraries Conference Steering Committee:

Eli Arnold (Treasurer and Exhibitor Team), Jean Cook (Program Chair), Angela Megaw (Registration Chair), Kat Greer (Technology Team), Rosemary Humphrey (Technology Team), Micki Waldrop (Catering), Ariel Turner,

Amy Burger, Sarah Gourley, Lisa Smith, Moira Blackflower, Lydia Hofstetter, Gordon Baker (numerous roles including Exhibitor Team, GAIT, GLMA, and Administrative Services), Stephanie Middleton, Beth McIntyre, Kelly Ansley, Jessica Garner, Pam Nutt, Laura Herndon, Dixie Johnston, Fred Smith, Carol Stanley, Jill Prouty and Kara Mullen (Administrative Services). Special mention to Columbus Area Library Association (CALA) and Stephanie Middleton's staff at Columbus Technical College. If you have an opportunity to thank these folks, please do. They spent many many hours working on the conference this year.

I also hope that all attendees took some time to provide feedback on your experience this year. If you missed the online survey, please feel free to contact the members of the Conference Advisory Task Force: Cristina Trotter (Chair), Casey Long, Swalena Griffin, Justin Nobles, and Eli Arnold. The task force will provide direct input and recommendations for future conferences as well as develop documentation for future conference committees. Your input is definitely needed to make future conferences a success!

Congratulations and many thanks to Sofia Slutskaya, GLA Webmaster, and team for implementing the new GLA website. The team worked with Heck Yeah! Studio Inc. and the GLA Marketing and Branding Committee to bring us the fabulous new website that launched mid-October. Committee members include Sofia Slutskaya, Christina Yau, Gerri Mullis, Jeffrey Mortimore, Kara Mullen, Ashley Dupuy, and Robin Fay.

It has been a very rewarding experience to work with the 2017 GLA Executive Board, the chairs of the divisions, interest groups and committees, and the GLC Conference Steering Committee. I would like to encourage you to become more involved in GLA. Please reach out to the 2018 leaders with questions or ideas for ways to help.

Please indulge me just a few more words. I must say a special thanks to Carol Stanley who served as advisor to the president. She provided advice from the perspective of an academic librarian, past president, and as a wonderful

human being. Lace Keaton, thanks for your input and encouragement. Thanks to Julie Walker, who nominated me for this wonderful learning experience. Thanks for the challenge and encouragement. Many thanks to my colleagues at Team GPLS for “having my back” this year. And a very special thanks to Gordon Baker for always being there and being so patient and kind all the while!

Elizabeth McKinney
President, Georgia Library Association 2017
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My Own PRIVATE LIBRARY

By Jasmine Rizer

I hope that I'll never humblebrag about my "problem" with buying books, as if my large and disorganized book stash is somehow more virtuous than, say, five hundred pairs of shoes. I have a small apartment, and some of my favorite books are stashed so far under other books that I don't even know where to find them.

I give away many of my book purchases once I'm done with them, but there seem to be a lot of Shirley Jackson books at my house that refuse to leave. You've probably already heard of *The Haunting of Hill House*, but there are more. Maybe it's my own battle towards mental wellness over the years that first made me love them. *The Bird's Nest* shines a drily humorous light on heroine Elizabeth's struggles at times without losing sight of her real suffering. *Hangsaman's* Natalie Waite experiences a more private fall from sanity, and the idea that she should receive any kind of psychiatric help, instead of a toxic mix of derision and "tough love," doesn't seem to occur to anyone. Then there are those short stories. "The Lottery" is justly famous, but if it is all the Shirley Jackson you know, you are missing out. Read "The Tooth." Read "The Daemon Lover" also.

Demon lovers in my fictional worlds aside, I am forever trying to introduce some sort of

meaningful spiritual practice into my life. I accumulate collections of prayers in the same way I buy pretty office supplies hoping to unleash amazing organizational skills. Keepers in this category: *The Oxford Book of Prayer*, which I stumbled upon more or less at random;

The Book of Common Prayer, because so many of its prayers are so eminently practical; and *With a Grateful Heart*, an eclectic mishmash of prayers and reflections of thanksgiving. I can't profess to have read any of these cover to cover, but I am glad to have them to dip into when I need them.

Some books I simply cannot part with because I may need to laugh sometime. Ms. Jackson also has an entry in this section of the library, a battered omnibus edition of her two "domestic chaos" books *Life Among the Savages* and *Raising Demons*. (The "demons" in this title refer to mischievous rambunctious children rather than to pettily mean-spirited and possibly imaginary

entities who run around getting engaged to lonely women for laughs.)

Also unlikely to depart from my own private book stash any time soon: an enormous collection of the best of many decades' worth of cartoons from *The New Yorker*, which I found for an obscenely low price at a second-hand bookstore, and a slim volume of George



Herriman's *Krazy Kat* comic strip. To me, there is no more poignant emblem of the pitfalls of romantic love than *Krazy Kat* getting beamed in the head with a brick by Ignatz.

Libraries, as people are fond of pointing out, are more than just books, and certainly this handful of books alone does not begin to cover the stacks of material in my personal library. I still own a lot of music on CDs partly because I buy most of my music second-hand. A random sample from my towering stacks of CDs: *Kurt Weill: From Berlin to Broadway, Vol. 1*. A lot of country music, and, while I could pretend to be an old-school country music purist because of all the Johnny Cash and Loretta Lynn in there, there is also a Faith Hill compilation, so maybe I should just shut up. I also own an awful lot of David Bowie albums, most notably *The Rise and Fall of Ziggy Stardust and the Spiders from Mars*, which, along with Beyoncé's *Lemonade*, is one of very few albums that sound as magical in my ears as they sounded in my expectations.

Also hiding out in the stacks are countless soundtracks and music I got to love during my childhood and never changed my mind about, from eighties Cyndi Lauper to assorted indie-rock of the nineties that have held up surprisingly well for me to about as many R.E.M. albums as you might expect a resident of Athens, Georgia, to have—maybe a few more, maybe a few less. I do not have my finger on the pulse of Athens, Georgia, coolness, to be honest. (I think the CD-ROMs of cartoons from my *New Yorker* collection are hiding out in

there as well. I told you my library was disorganized.)

There are also books that don't fit neatly into any of the above bookish categories but which will almost certainly never leave my apartment on a permanent basis; for example, *The Man*

Who Fell to Earth (no, not just because of David Bowie). In fact, my profound and tender love for the novel prevented me from ever being able to get through the movie. No offense intended to anyone who loved the movie also. Assorted titles by Francesca Lia Block. A sorely abused Dover edition of some of Christina Rossetti's poems because seriously you never know when you might just suddenly need to read at least part of "Goblin Market." Children's books like the Paddington omnibus and *The Wind in the Willows* that were there for me when I had a sudden and shattering mental health crisis and was slowly re-building my ability to read anything with chapters. *Cries of the Spirit*, an anthology of poems about

female spirituality so full of good words that I haven't managed to read all of them yet in all the years I've owned it.

I could easily run to ten more pages listing the books that, in my dream future where I have a spacious home filled with bookshelves, I will buy—probably only to discover that I already own a copy of each of them, squirreled away at the bottom of a box somewhere.

Jasmine Rizer is Section Head, Serials Cataloging at the University of Georgia



PEER REVIEWED



The Forgotten Library Standard: SACSCOC Comprehensive Standard 3.3.1.3

By Charles L. Brown and Cara S. Marco

Title IV of the Higher Education Act (HEA) of 1965 authorizes participating higher education institutions to provide financial assistance to students in obtaining a postsecondary degree. To ensure their quality control, institutions wishing to participate in Title IV federal student aid (FSA) programs must be accredited by an agency recognized by the Department of Education (DOE) (Hegji 2014, 2). As Kuh (2015, 149) explains, six U.S. regional accreditors—together with state government higher education agencies—oversee their constituent public, private not-for-profit, and for-profit higher education institutions' accreditation compliance within their respective regions. Accreditation from these regional accreditors endorses quality academic programs for institutions and eligibility for Title IV funds. One of these six regional accreditors, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), accredits more than 800 member institutions of higher education throughout eleven southern states.

Since it became effective in 2004, the SACSCOC *Principles of Accreditation: Foundations for Quality Enhancement* (2012a) have divided those requirements into three categories: Core Requirement (CR); Comprehensive Standard (CS); and, Federal Requirement (FR). To gain compliance, member institutions are required to submit reaffirmation Compliance Certification reports addressing this range of requirements every ten years. These reports encompass all aspects of their operations including quality assurance, which is often referred to as institutional effectiveness (IE). An institution's library administrators may be asked

to contribute narrative and supporting evidence to a centralized IR/IE or compliance project manager for a SACSCOC review.

In 1984, the Southern Association of Colleges and Schools introduced the expectation that institutions demonstrate their effectiveness (Djeukeng 2014, 23). The emphasis on effectiveness developed as a result of "public demands for higher education accountability [that] went beyond financial accountability to encompass expectations for results and effective performance in the late 1970s" (2014, 41). In advance of the current national public policy "value movement," which focuses on the gainful-employment-resulting work produced in courses and programs rather than on standardized tests (Sullivan, 2015), SACSCOC defined institutional effectiveness as "the systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution" (2012b, 115). As the first regional accreditor to mandate institutional effectiveness as part of its accreditation process, SACSCOC's institutional effectiveness mandate predated Secretary Bennett's 1988 DOE executive order, "focus on educational effectiveness," which emphasized institutional effectiveness as an integral part of higher education accreditation review processes (Kuh 2015, 149).

Determining institutional effectiveness is a multi-part process that includes determining measurable outcomes, measuring those outcomes, making improvements, and measuring again to determine the value of the improvements. In his NILOA occasional paper,

Keston H. Fulcher of the James Madison University's Center for Assessment and Research Studies summarizes the SACSCOC algorithmic learning improvement model into a formula: "weigh pig, feed pig, weigh pig." Fulcher goes on to explain that assessment, by itself, does not automatically lead to improvements; the pig will not gain weight simply because it is measured (2014).

SACSCOC, 3.3.1, the standard that covers institutional effectiveness, includes the following five sub-standards:

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas (Institutional Effectiveness):

3.3.1.1 educational programs, to include student learning outcomes...

3.3.1.2 administrative support services...

3.3.1.3 academic and student support services...

3.3.1.4 research within its educational mission, if appropriate...

3.3.1.5 community/public service within its educational mission, if appropriate...

(Southern Association of Colleges and Schools 2011, 83-84).

More immediately relevant to librarians, however, are the following four standards: CR 2.9 (Learning resources and services), CS 3.8.1 (Learning/information resources), CS 3.8.2 (Instruction of library use), and, CS 3.8.3 (Qualified staff). Librarians would be the most obvious content specialists to provide their requisite compliance input, but these four standards do not encompass library institutional effectiveness assessment. The SACSCOC *Resource Manual for the Principles of Accreditation* specifically notes that assessment of learning resources' institutional effectiveness

is controlled by the guidance in Comprehensive Standard 3.3.1.3:

CR 2.9 NOTE: The determination of an institution's effectiveness in providing sufficient collections, services, and resources within its mission should be addressed in CS 3.3.1.3 (2012b, 25).

Notes to 3.3.1 also indicate that "Academic and student support services normally include such activities as living/learning resources, tutoring, financial aid, residence life, student activities, dean of students' office, etc." (2012b, 51). "Living/learning resources" further shows the connection to library activities. Nonetheless, even librarians who are familiar with SACSCOC standards may only be familiar with the CR 2.9 and the constellation of three CS 3.8 standards. They often have limited or no input on the five oft-found-noncompliant CS 3.3.1 institutional effectiveness (IE) standards illustrated in SACSCOC's "Preliminary Data: Top 10 Most Frequently Cited *Principles* in Reaffirmation Reviews: 2013 Reaffirmation Class Institutions (Matveev, July 2015)," particularly the most relevantly applicable CS 3.3.1.3. At many institutions, responsibility for compiling compliance narrative and evidence for these 3.3.1 may well default to centralized institutional research departments, to which libraries may provide only token input, if any.

Dr. Megan Oakleaf, associate professor of library and information science in the iSchool at Syracuse University, in her 2010 comprehensive research report entitled *The Value of Academic Libraries*, has stated, "Academic librarians, in general, do not participate on a broad scale in higher education assessment activities" (98). Relatedly, the Primary Research Group (PRG), Inc.'s 2016 *Survey of Best Practices in Student Assessment* "Level of Involvement of the Academic Library in Assessment" queried various academic departments and offices regarding their level of student assessment effort involvement, i.e.: uninvolved, only modestly involved, involved, and very involved.

PRG's collaterally supportive data indicated that "close to 36% of respondents thought their library involved or very involved in assessment efforts; academic libraries of 4-year colleges were to be the most involved." Also, almost all academic libraries thought to be "very involved" in assessment efforts were in private colleges, of which 27.27% were "very involved vs. only 2.7% of public college libraries, an astounding differential" (2015, 32-33).

Nonetheless, librarians' professional standards reflect that library services and collections should be assessed for effectiveness. The Association of College and Research Libraries Academic Library Outcomes Assessment Task Force Committee's "Task Force on Academic Library Outcomes Assessment Report" asserts that the "purpose of outcomes assessment of academic libraries is to measure their quality and effectiveness...and the contributions they make to accomplishing the purposes of the university or college of which they are a part" (1998, para. 21). To address these issues, this paper will illustrate Sullivan University Libraries' integrative assessment strategies, which may serve as both a peer-to-peer praxis assessment model for other libraries, as well as for those other academic or student support institutional areas whose IE prerogatives also fall within the purview of this standard.

To confirm the validity of the authors' belief that librarians are often not involved in developing narratives for 3.3.1, the authors initially conducted an informal live survey using the site <http://www.polleverywhere.com> as

part of their concurrent session PowerPoint presentation at the 2015 SACSCOC Annual Meeting. The following three questions were asked of the approximately forty attendees:

- "Are you a librarian?" 11 responses, YES – 73 percent, NO-27 percent;
- "Have you contributed compliance NARRATIVE or EVIDENCE to one of the SACSCOC "big 4" library standards, i.e.: CR 2.9 and CS 3.8.1, 3.8.2 or 3.8.3?" NARRATIVE-13 percent, EVIDENCE-0 percent, BOTH-56 percent, NEITHER-31 percent;
- "Have you contributed compliance NARRATIVE or EVIDENCE to SACSCOC comprehensive standard 3.3.1.3?" 17 responses, NARRATIVE-0 percent, EVIDENCE-6 percent, BOTH-47 percent, NEITHER-47 percent.

These data, though the sample size was small, seem to reflect Oakleaf's contention that many librarians are not involved in assessment activities to a significant degree.

The authors developed a formal follow-up survey to further query librarians at institutions in the SACSCOC region. The survey, which is included in the appendix, was distributed anonymously to 793 library directors using SurveyMonkey® with IP recognition disabled. One hundred thirty-two (16.6 percent response rate) library directors responded to the survey. The following table compiles the specific results to the key question:

As a library administrator for your institution, have you contributed compliance narrative to the SACSCOC institutional-effectiveness (IE) standard 3.3.1.3?

Table 1: Responses to Question 6

Question: Your professional contribution to this standard consists of:	Percentage / (n)
You wrote the narrative and supplied the evidence.	36.36% / 40
You provided limited input to the lead writer.	26.36% / 29
Someone else wrote the narrative.	31.82% / 35
Other (please specify)	22.73% / 25

Total Respondents: 129 - some skipped this question

The twenty five respondents who chose the “Other (please specify)” in response to Question 6, “Your professional contribution to the standard consists of,” provided additional comments. Many of the comments closely resembled the other three possible responses to the question, so the researchers divided the responses into categories aligned with the other three possible responses to find additional insights into the practices at other institutions.

You wrote the narrative and supplied the evidence.	You provided limited input to the lead writer.	Someone else wrote the narrative.
Wrote the narrative and provided the evidence to the lead writer, that was revised but not extensively	Previous Dean assisted the Dean of General Education	No contribution was made to this narrative.
Librarian wrote the referenced documentation.	The narrative provided by the library was given to an institutional writer who may or may not use the provided narrative. The writer certainly used the statistics, but the narrative could be changed without the library being told.	The Associate Provost for Academic Affairs wrote the narrative.
I wrote the library narrative and supplied the evidence and this section was incorporated in to the whole 3.3.1.3 narrative. The library response was used to illustrate how assessment is used to improve services.		

Responses that did not align with the available question responses were coded into additional categories.

Respondent wrote the narrative as part of a team or committee. (Not included as a question option).	Narrative is incomplete or has not yet received a response. (Not included as a question option).
I worked with the committee who collected evidence to shape their response; I was the editor for the narrative, helped create the documentation, and approved it for submission to SACS [I was the editor of the entire SACSCOC Compliance Certification for our campus.].	Currently in process.
Our staff wrote the narrative and the final product was condensed by the SACS narrative writer.	
The head librarian and staff wrote the narrative. I further discussed it with the head librarian before including in our report.	
The library director works with the Assessment Committee	
Someone else wrote the narrative based on our assessment reports, and then the Library Director reviewed the narrative and provided documentation and edits as needed.	
other departments assisted by providing information and documentation from their departments	
I worked closely with the team	
Our Institutional Research was the lead writer but worked closely with library staff.	
I was responsible for the final version of the college's self-report. Therefore, I brainstormed with the lead writer and collaborated with the editor and the SACS Steering Committee in reviewing the narrative and evidence.	

Some of the “Other” responses, listed below, formed no particular pattern:

- Information was pulled from 2.9 standard.
- I am the current Director to Library Services (since July 2016). I am working to stay compliant within these standards.
- In regards to the evidence supplied... This College uses SPOL. Documentation for the library from SPOL and from Program Reviews was provided to document the planning, assessment and improvement cycle evidence for the library in 3.3.1.3
- Our Program Review process has built in requirements that make writing/giving input to this standard easier.
- Not certain if I will provide input on this principle.
- Surveys were very helpful. Our databases were a great asset.
- I was not employed by this institution during reaffirmation process.
- See above.

CS 3.3.1.3 Compliance

To comply with 3.3.1—as noted previously in the *Principles of Accreditation*—an institution’s academic or student support institutional area “identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results” (2012a, 27). At the base level, this assessment algorithm would seem pretty straightforward. Yet, as the following SACSCOC research data in figure 1 will attest, successful application of the CR 3.3.1.3 standard is sometimes difficult to achieve.

Top 10 Most Frequently Cited <i>Principles</i> in Reaffirmation Reviews: 2015 Reaffirmation Class Institutions (N=81)											
Review Stage I: <i>OFF-Site</i> Committee			Review Stage II: <i>ON-Site</i> Committee			Review Stage III: <i>C&R</i> Board of Trustees					
Rank	Requirement/Standard	% Institutions in Non-Compliance	Rank	Requirement/Standard	% Institutions in Non-Compliance	Rank	Requirement/Standard	% Institutions in Non-Compliance			
1.	3.7.1 (Faculty Competence)	90%	1.	3.3.2 (Quality Enhancement Plan)	59%	1.	3.3.1.1 (IE - Educational Programs)	16%			
2.	3.3.1.1 (IE - Educational Programs)	60%	2.	3.3.1.1 (IE - Educational Programs)	31%	2.	3.10.1 (Financial Stability)	7%			
3.	3.3.1.2 (IE - Administrative Units)	49%	3.	3.7.1 (Faculty Competence)	25%	3.	3.3.1.2 (IE - Administrative Units)				
4.	3.7.2 (Faculty Evaluation)	48%	4.	3.3.1.2 (IE - Administrative Units)	19%	4.	3.3.1.3 (IE - Educational Support)	6%			
5.	3.3.1.3 (IE - Educational Support)	47%	5.	3.5.1 (General Education Competencies)	15%	5.	3.5.1 (General Education Competencies)				
6.	2.8 (Faculty)	46%	6.	3.3.1.3 (IE - Educational Support)	14%	6.	3.3.2 (Quality Enhancement Plan)				
7.	3.3.1.5 (IE - Community/Public Service)	42%	7.	3.3.1.5 (IE - Community/Public Service)	10%	7.	3.7.1 (Faculty Competence)				
8.	2.11.1 (Financial Resources)	40%	8.	3.10.1 (Financial Stability)	9%	8.	3.3.1.4 (IE - Research)	4%			
9.	3.2.9 (Personnel Appointment)	38%	9.	3.10.3 (Control of Finances)	6%	9.	3.10.3 (Control of Finances)				
10.	3.2.14 (Intellectual Property Rights)		10.	3.12.1 (Substantive Change)					≤2%		
Key Descriptive Statistics (Number of <i>Principles</i> Cited Per Institution)			Key Descriptive Statistics (Number of <i>Principles</i> Cited Per Institution)			Key Descriptive Statistics (Number of <i>Principles</i> Cited Per Institution)					
Mean=17.5 SD=9.3		Median=15	Range=37	Mean=2.8 SD=2.6		Median=2	Range=13	Mean=0.7 SD=1.2		Median=0	Range=5
Selected General Areas of Non-Compliance (Selected CR, CS, FR)		% of the Total Number of Findings of Non-Compliance	Selected General Areas of Non-Compliance (Selected CR, CS, FR)		% of the Total Number of Findings of Non-Compliance	Selected General Areas of Non-Compliance (Selected CR, CS, FR)		% of the Total Number of Findings of Non-Compliance	Selected General Areas of Non-Compliance (Selected CR, CS, FR)		% of the Total Number of Findings of Non-Compliance
Policy-Related <i>Principles</i> (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3*, 3.4.4*, 3.4.5*, 3.7.4*, 3.7.5*, 3.9.1*, 3.12.1, 3.13.1-5, 4.3, 4.5*, 4.8.2, 4.8.3, 4.9)		23%	Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 + 2.12 and 3.3.2)		35%	Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 4.1)		47%	Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 4.1)		47%
Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4)		21%	Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 4.1)		30%	Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 + 2.12 and 3.3.2)		18%	Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 + 2.12 and 3.3.2)		18%
Faculty (2.8, 3.4.11*, 3.5.4*, 3.7)		16%	Faculty (2.8, 3.4.11*, 3.5.4*, 3.7)		15%	Financial and Physical Resources (2.11, 3.10, 3.11)		18%	Financial and Physical Resources (2.11, 3.10, 3.11)		18%
Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 4.1)		16%	Financial and Physical Resources (2.11, 3.10, 3.11)		9%	Faculty (2.8, 3.4.11*, 3.5.4*, 3.7)		12%	Faculty (2.8, 3.4.11*, 3.5.4*, 3.7)		12%
Student Services/Learning Support (2.9, 2.10, 3.4.9*, 3.8, 3.9, 3.13.3*, 4.5)		12%	Policy-Related <i>Principles</i> (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3*, 3.4.4*, 3.4.5*, 3.7.4*, 3.7.5*, 3.9.1*, 3.12.1, 3.13.1-5, 4.3, 4.5*, 4.8.2, 4.8.3, 4.9)		8%	Policy-Related <i>Principles</i> (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3*, 3.4.4*, 3.4.5*, 3.7.4*, 3.7.5*, 3.9.1*, 3.12.1, 3.13.1-5, 4.3, 4.5*, 4.8.2, 4.8.3, 4.9)		5%	Policy-Related <i>Principles</i> (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3*, 3.4.4*, 3.4.5*, 3.7.4*, 3.7.5*, 3.9.1*, 3.12.1, 3.13.1-5, 4.3, 4.5*, 4.8.2, 4.8.3, 4.9)		5%
Financial and Physical Resources (2.11, 3.10, 3.11)		10%	Student Services/Learning Support (2.9, 2.10, 3.4.9*, 3.8, 3.9, 3.13.3*, 4.5)		3%	Student Services/Learning Support (2.9, 2.10, 3.4.9*, 3.8, 3.9, 3.13.3*, 4.5)		2%	Student Services/Learning Support (2.9, 2.10, 3.4.9*, 3.8, 3.9, 3.13.3*, 4.5)		2%

March 2016 || For more information, please contact Dr. Alesei Matveev, Director of Training and Research, at amatveev@sacscoc.org

PRELIMINARY DATA

Figure 1 - Top 10 Most Frequently Cited Principles (Source: Matveev, March 2016).

In addition to the fact that complying with 3.3.1 can be difficult for institutions, academic libraries present their own challenges. How can librarians measure whether their initiatives had their intended effects on an ever-changing group of patrons who are working on a variety of different tasks? In the latest edition of his book, *Library Assessment in Higher Education*, J.R. Matthews (2014) concurs when he says,

“determining the outcomes of an academic library within the context of its university environment is challenging [particularly, as] methodological research choices will affect the generalizability of the assessment results” (3). However, once outcomes, i.e.: what determinants to “gauge and evaluate” are established, the *Resource Manual* reminds us that “expected outcomes [need to be] clearly

defined in measurable terms for each unit" (51). Though assessing library effectiveness can be challenging, it is possible to find appropriate outcomes.

Numerous libraries have successfully developed measurable, meaningful outcomes that reflect the mission of their academic institutions. The University Libraries at the University of Washington, for example, identifies two major "learning goals" and follows them with a list of student learning outcomes. Their first learning goal states, "The University Libraries fosters [*sic*] critical inquiry and thinking skills in students." One of the outcomes associated with this goal states, "Student uses multiple forms of evidence gathered from various sources and evaluates the credibility and accuracy of each source in order to support research goals" (Libraries Teaching & Learning Group Learning Goals Team 2016). This goal is measurable and specific. In another example, Emory University's Oxford Library identifies, "Understand the economic, social, and legal issues surrounding the use of information; access and use information ethically and legally," as an educational goal, and states that, "Differentiate between free and fee-based information," is an associated outcome (Emory University 2016).

Sullivan University Methods and Processes

The Sullivan Library specifically identifies satisfactory services and collections as its two user-centered, mission-driven "expected outcomes" (Southern Association of Colleges and Schools 2012a, 27). To assess these expected outcomes, the Sullivan Library has used the Ruffalo Noel-LevitzSM Student Satisfaction InventoryTM (or SSI) (n. d.) for fifteen years as an indirect assessment instrument. The Student Satisfaction Inventory, or SSI, assesses students' satisfaction with the educational process and product. It includes about seventy survey questions related to difference aspects of the university and the respondents' experiences. It also asks students two double-barreled questions about libraries:

13. "Library staff are helpful and approachable;"
18. "Library resources and services are adequate."

At Sullivan University, undergraduate students are required to take FYE 101 Information Literacy, which teaches students to "develop skills in critical thinking, study and testing techniques, time and stress management, and library research" (Sullivan University 2015b, 128). During three weeks of the eleven-week quarter, the FYE 101 class focuses on library skills. The instructional librarian for the Louisville campus and his counterpart in Lexington design activities and assignments, lead activities and class discussions, and develop and help administer a pre-test and post-test. The resultant data are analyzed to aid in determining the effectiveness of the library FYE 101 component. These data also allow librarians to determine what areas of library research cause students the most difficulty so that the library can focus education in those areas.

Additionally, for fourteen years, the library has conducted its own faculty and student satisfaction surveys. To the extent possible, the library cross-validates results across both instruments. The student and faculty surveys are the library's most comprehensive instruments. Using these surveys, the library collects both demographic information and individualized relational responses. In addition, the library also uses the Integrated Postsecondary Data System (or IPEDS) to benchmark library expenditures and holdings against other libraries, thus ensuring that the library has adequate resources to meet its needs.

In order to better align the library's in-house student and faculty surveys with Ruffalo Noel-Levitz data collection, student and faculty surveys ask respondents not only for their responses to questions, but also for the degree of importance that respondents place on the

aspects of library services about which they are being queried. If scores on a certain metric are consistently high, but respondents rate that metric as unimportant, this provides possible indications that attention and resources would be better directed elsewhere in order to address areas of weakness.

As previously noted, CS 3.3.1 requires that an institution “provides evidence of improvement based on analysis of the results...” (Southern Association of Colleges and Schools 2012a, 27). Consequently, librarians, in collaboration with deans and department heads throughout the faculty, develop action plans to identify goals and expected outcomes. The plans also provide a means to develop agreed-upon means for achieving those outcomes. By reviewing the previous year’s action plan, the librarians can assess the extent to which the objectives were met. Comparing subsequent action plans allows librarians to see ongoing progress toward meeting goals.

The library has generated numerous improvements in response to survey feedback. When numerous respondents requested a quiet study space, the librarians dedicated one wing of the library to quiet study and developed signage to indicate required behavior in this popular area for study. Also, when students requested popular paperbacks, the library instituted a paperback book swap and created displays in the front of the library to promote the use of those materials.

As another example, since December 2011, the Sullivan University Library has used LibGuides™ to create collections of suggested sources. LibGuides is a popular content development product that allows librarians to create online collections of resources, such as catalog records, embedded videos, links, and other commonly used content without programming or web design knowledge. In response to a survey comment, the instructional librarian analyzed the usage statistics of the more than one hundred LibGuides for specific classes,

topics, and resources and discovered that usage was lower than expected. Upon discovering that the library had devoted resources to LibGuides that were rarely used, he archived many unused guides in order to highlight the useful ones that remained, upgraded to LibGuides 2.0, and created shared resources between guides that made maintenance faster, easier, and more accurate. In order to further highlight this feature, the electronic resources librarian posted a widget on the default web page that showed the ten most popular LibGuides in real time. As a result of these data-driven improvements, total LibGuides usage has grown overall in spite of the fact that there are far fewer guides.

To further facilitate analysis of the collection, the library also developed quantitative and qualitative collection development matrices, which provide a graphical representation of the collection. Under qualitative data—a collection development category which most libraries collect—the subject areas are divided by Dewey range. Within each category, the matrix shows the publication date of the oldest and newest titles, the responsible faculty member, the number of holdings within that Dewey range, and the percentage of the collection as compared to the percentage of students enrolled in the corresponding programs. Qualitative data are predicated upon the use of quality source tags. These include the number of titles purchased as a result of direct faculty recommendations (a quality source tag indicator), and the number of titles purchased based on positive reviews in *Choice*, *Library Journal*, or other common professional journals. These data allow librarians to judge the degree to which the collection supports the library’s mission, specifically the dictate to select appropriate materials.

Adequately addressing student learning achievement concerns—and, especially, library concerns—cannot be obtained without engaging in the process of institutional effectiveness (Djeukeng 2014, 46). So, after the

library completes the CS 3.3.1.3 requirement, viz.: identifies its expected outcomes, implements plans for achieving outcomes, and assesses the extent to which the outcomes are achieved, the library presents its assessment plan and associated Targeted Issues Checklist (TIC) to the Planning, Evaluating, and Coordinating Council (PECC). The PECC mission states:

To ensure quality assurance, the Sullivan University Planning and Evaluation Coordinating Council (PECC) systematically evaluates and assesses institutional effectiveness (IE) processes and their data- and values-driven results as presented by members of the Sullivan University community. Presenting members are primarily responsible for academic programs, academic support functions, and student support functions (2015a, 1).

Similar to other non-academic departments, librarians present their assessment processes to the PECC on an annual basis. This annual presentation is a major reason that Sullivan University Library addresses the oft-forgotten standard 3.3.1.3. During a typical PECC presentation, the department representative, usually the dean or director, reviews departmental outcomes and explains how they have been assessed. The representative explains the plan for improving those outcomes and shares the assessment of the steps to achieve the hoped-for improvement. As a result, the annual PECC meeting constitutes a major demonstration of both the library's and the university's commitment to 3.3.1.

While the Planning, Evaluating, and Coordinating Council provides constructive criticism and helps the university maintain a culture of assessment every day, it is not the only audience for outcomes and assessment results. Deans and directors also regularly report outcomes to the university administration, as well as to the Academic Council and to the Board of Directors. The

results are also archived and ultimately included in SACSCOC reports, which allows the university to compile empirical evidence of an ongoing culture of assessment.

Conclusion

Libraries' missions are the fountainhead for their defined and quantified expected outcomes. Once outcomes are identified, a library has the information it needs to define appropriate assessment instruments and to provide evidence of improvement, thus creating a workflow that supports solid, research-based practices. By using 3.3.1 standards to measure institutional effectiveness, a university will be able to best support the students to whom the university has entrusted its institutional future, just as those same students have placed their trust in the university to educate them in keeping with its mission and institutional purpose.

The results of the authors' survey show that a minority of library directors (36.36 percent) who responded to the survey actually wrote the response to 3.3.1.3, 26.26 percent "provided limited input to the lead writer," and 31.82 percent responded that "someone else wrote the narrative." Thus, about a third of the respondents did not have even "limited input" into this narrative. The authors thus conclude that for a sizable minority of respondents, library directors do not provide input into the 3.3.1.3 narrative, even though 3.3.1.3 covers academic and student support services, which includes libraries.

Since SACSCOC's own research notes that the 3.3.1 institutional effectiveness standards are among those mentioned in SACSCOC's "Preliminary Data: Top 10 Most Frequently Cited *Principles* in Reaffirmation Reviews: 2013 Reaffirmation Class Institutions," these results may suggest that one way to decrease the chance that this principle would be cited would be to increase library director involvement in the development of 3.3.1 narratives.

Alternatively, given that more than half of respondents reported that they did provide at least some input into the 3.3.1.3 narrative, the results can be interpreted to show the importance for library directors of understanding, considering, and documenting institutional effectiveness efforts in the library. While the standard is not as intuitively library-related as 2.9, 3.8.1, 3.8.2, or 3.8.3, the less-obvious 3.3.1.3 demonstrates that library functions are expected to contribute to overall

institutional effectiveness, and the presence of this standard demonstrates that it is essential to ensure that a library's contribution is not undocumented or otherwise forgotten.

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Glossary of Terms

SUS: Sullivan University System. A five campus for-profit educational system in Louisville, Kentucky, encompassing Sullivan campuses in Louisville and Lexington, Spencerian campuses in Louisville and Lexington, and a Louisville campus for Sullivan College of Technology and Design.

SACSCOC: Southern Association of Colleges and Schools Commission on Colleges. The regional accrediting body that accredits Sullivan University.

PECC: Planning, Evaluating, and Coordinating Council. A committee formed of university leaders to provide feedback and guidance on assessment activities for academic and non-academic units on an approximately annual basis.

The Principles of Accreditation: Foundations for Quality Enhancement: SACSCOC's official publication of the standards used to determine an institution's fitness for accreditation.

Appendix 1: Relevant SACSCOC Principles

2.9 (Learning Resources and Services): The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

3.3.1 (Institutional Effectiveness): The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 academic and student support services

3.3.1.4 research within its mission, if appropriate

3.3.1.5 community/public service within its mission, if appropriate

3.8 (Library and Other Learning Resources)

3.8.1 (Learning/information resources) The institution provides facilities and learning/information resources that are appropriated to support its teaching, research, and service mission.

3.8.2 (Instruction of library use) The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

3.8.3 (Qualified staff) The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution.

Appendix 2: Assessment Report Table of Contents



Sullivan University Library Assessment Report For the 2015-2016 PECC

December 14, 2015

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Appendix 3: PECC Targeted Issues Checklist

Targeted Issues Checklist for Academic Programs and Support Units

Name of Program or Unit: Insert name of program or unit

Review Date: Insert date of PECC review

Mission: To ensure quality assurance, the Sullivan University Planning and Evaluation Coordinating Council (PECC) systematically evaluates and assesses institutional effectiveness processes and their data- and values-driven results as presented by members of the Sullivan University community. Presenting members are primarily responsible for academic programs, academic support functions, student support functions, and administrative support functions. Institutional effectiveness processes focus on:

- (A) alignment with the Sullivan University mission, goals and outcomes;
- (B) consistency with Sullivan University's seven-step continuous improvement circle (CIC), concerning the following:
 - 1. Through an ongoing, integrated, and institutionwide research-based planning and evaluation process, identify outcomes and goals that coincide with the mission;
 - 2. Identify appropriate measurement instrument(s);
 - 3. Through research-based evaluation processes, gather data;
 - 4. Analyze, evaluate and interpret data;
 - 5. Make plans for improvement based on analyses of data;
 - 6. Implement plans for improvement; and,
 - 7. Evaluate and measure implemented plans to "close the circle."
- (C) achievement or progress toward desired results in accomplishing its mission; and,
- (D) satisfaction of various constituencies with our processes and graduates.

Function: Composed of senior-level university and academic administrators, the PECC evaluates academic and administrative areas with this checklist, which describes all of the activities to be evaluated and helps determine if expected progress or improvement has been demonstrated. The evaluation checklist provides a single document to describe the findings based on PECC reviews of the academic programs, academic support functions, student support functions, and administrative support functions of Sullivan University. Additionally, this checklist is designed to ensure that all planning and evaluation functions are carried out in a timely and effective manner and that academic, academic support, student support, and administrative support areas meet these various requirements ("targeted issues"). This checklist is not a substitute for addressing these issues on a departmental basis but serves as assurance that the academic program or support unit and the PECC have addressed specific issues.

Part 1. Required of all Academic Programs and Support Units

Evaluation of Assessment Plan: The academic program or support unit has an assessment plan and systematically carries out assessments as proposed in its assessment plan by using an evidence-based approach consistent with the Sullivan University Continuous Improvement Circle (CIC) methodology. In the case of academic programs, the assessment plan includes clearly-defined and measurable student learning outcomes (SLOs) mapped to the content of specific courses.

Evidence

Insert statement from the Director of Institutional Research affirming the effective implementation of the program's assessment plan or commenting on any concerns regarding the assessment plan and its implementation. Also append the assessment report on file with the Director of Institutional Research.

Alignment of Mission: The academic program or support unit has a clearly defined mission which is effectively aligned with the mission of Sullivan University.

Evidence

Insert academic program or support unit mission and demonstrate alignment with the mission of Sullivan University. If the academic program or support unit mission has not changed since the last appearance before the PECC, begin the narrative with the statement, "No change in mission."

Goals or Objectives: The academic program or support unit has established clearly-defined and measurable goals or objectives that are directed toward the accomplishment of its mission. These goals or objectives are included in its assessment plan. The academic program or support unit is assessing its performance relative to those goals or objectives. For academic programs, these goals or objectives include appropriate program-level student learning outcomes (SLOs). Disaggregate assessment results by campus and division wherever appropriate.

Evidence

Insert academic program or support unit goals or objectives and assessment results relevant to those goals or objectives. The following table is offered as a suggested format, but feel free to change this if an alternative format would work better for your program or unit.

Goal or Objective	How Assessed	Assessment Results

Satisfaction of Key Constituencies: The academic program or support unit has identified key constituencies and is assessing the satisfaction of those key constituencies with its programs, services, or functions. In line with the Sullivan University “I Care” initiative, Sullivan University students will be considered (in almost every case) to be a key constituency. For all programs and units where relevant Student Satisfaction Inventory (SSI) results are available, this assessment should include an analysis of those results.

Evidence

Insert evidence of the satisfaction of key constituencies. The following table is offered as a suggested format, but feel free to change this if an alternative format would work better for your program or unit.

Key Constituency	How Assessed	Satisfaction Assessment Results

Culture of Continuous Improvement: The academic program or support unit actively and intentionally applies the seven-step Sullivan University Continuous Improvement Circle (CIC) methodology in the review and assessment of its activities and outcomes. This Culture of Continuous Improvement embraces a Culture of Assessment and a Culture of Informed Action whereby activities and outcomes are assessed and evaluated and the resulting empirical evidence leads to data-driven plans for improvement. The Continuous Improvement Circle is simultaneously closed and reinitiated by the subsequent assessment of these new plans for improvement.

Evidence

Insert evidence of engagement with the Culture of Continuous Improvement. The table on the next page is offered as a suggested format, but feel free to change this if an alternative format would work better for your program or unit.

Evidence

Use this table, or an alternative format, to demonstrate engagement with the Culture of Continuous Improvement.

Activity or Outcome (or Prior Improvement)	How Assessed	Assessment Results	Plan for Improvement (or Steps Taken to Produce Improvement)	Assessment of Steps Taken to Produce Improvement

Notable Initiatives or Accomplishments: The academic program or support unit has actively and creatively embraced opportunities to demonstrate mission-relevant excellence in settings that expose Sullivan University to a larger external audience or that are significantly above and beyond the previous activities of the program or unit.

Evidence

No response is required on this point. If, however, your academic program or service unit has notable initiatives or accomplishments it would like to share with the senior leadership, this is your opportunity.

Part 2. Required of Academic Programs only

Appropriateness of Curriculum: The academic program maintains a curriculum which is appropriate to the level and purpose of the program and promotes the development of critical thinking, effective verbal and written communication, computer literacy, and team work as well as an appreciation for life-long learning, cultural diversity, and the expression of professionalism in all activities. At the graduate level, the academic program promotes a culture of research.

Evidence

Insert evidence of appropriate curriculum. If the curriculum has not changed since the last appearance before the PECC, begin the narrative with the statement, "No change in curriculum."

Quality of Teaching and Learning Methods: Faculty of the academic program possess educational, experiential, and distance learning qualifications for the classes they teach and emphasize the process of learning as well as the assimilation of knowledge and skills. Undergraduate faculty understand and use active, collaborative, experiential, and problem-based learning strategies to enhance assimilation of SLOs. Graduate faculty understand and use these learning strategies while also practicing in a scholarly research environment. All faculty engage in appropriate professional development activities.

Evidence

Insert evidence of quality of teaching and learning methods. If teaching and learning methods have not changed since the last appearance before the PECC, begin the narrative with the statement, "No change in teaching and learning methods."

Quality of Technology: The academic program uses technology (equipment and software) similar to that used in the career for which students are preparing. Technology use enhances student learning and is appropriate for meeting the objectives of the program. Students are afforded access to and training in the use of these technologies.

Evidence

Insert evidence of the effective use of appropriate technology. If technology has not changed since the last appearance before the PECC, begin the narrative with the statement, "No change in technology."

Programmatic Accreditation: The academic program is accredited by a programmatic accreditation body (if such a body exists).

Evidence

Insert name and address of programmatic accreditation body.

Appendix 4: Fall 2016 Library Standard Survey Instrument

Library Standard survey

Please indicate your school's degree level:

- ☐ Level I
- ☐ Level II
- ☐ Level III
- ☐ Level IV
- ☐ Level V
- ☐ Level VI

As a library administrator for your institution, have you contributed compliance evidence to one of the SACSCOC library-specific standards, i.e.: CR 2.9 and CS 3.8.1, 3.8.2 or 3.8.3?

- ☐ Yes
- ☐ No

As a library administrator for your institution, have you contributed compliance narrative to one of the SACSCOC library-specific standards, i.e.: CR 2.9 and CS 3.8.1, 3.8.2 or 3.8.3?

- ☐ Yes
- ☐ No

As a library administrator for your institution, have you contributed compliance evidence to the SACSCOC institutional-effectiveness (IE) standard 3.3.1.3? Please explain, the nature of your contribution according to the scale below:

- ☐ **Significant contribution:** this standard's evidence is largely or entirely determined by library assessment surveys/processes. (I contributed 51-100%.)
- ☐ **Token contribution:** this standard's evidence is substantially determined by our institution's IE/IR department. (I contributed 26-50%.)
- ☐ **No contribution:** this standard's evidence is nearly all or completely determined by our institution's IE/IR department. (I contributed 0-25%.)

As a library administrator for your institution, have you contributed compliance narrative to the SACSCOC institutional-effectiveness (IE) standard 3.3.1.3? Please explain, the nature of your contribution according to the scale below:

- ☐ **Significant contribution:** this standard's content is largely or entirely determined by library assessment surveys/processes. (I contributed 51-100%.)

- ☐ **Token contribution:** this standard's content is substantially determined by our institution's IE/IR department. (I contributed 26-50%.)
- ☐ **No contribution:** this standard's content is nearly all or completely determined by our institution's IE/IR department. (I contributed 0-25%.)

Do you have any other comments?



Done

SACSCOC Library Standard survey

Please indicate your school's degree level:

- ☐ Level I
- ☐ Level II
- ☐ Level III
- ☐ Level IV
- ☐ Level V
- ☐ Level VI

As a library administrator for your institution, have you contributed compliance evidence to one of the SACSCOC library-specific standards, i.e.: CR 2.9 and CS 3.8.1, 3.8.2 or 3.8.3?

- ☐ Yes
- ☐ No

As a library administrator for your institution, have you contributed compliance narrative to one of the SACSCOC library-specific standards, i.e.: CR 2.9 and CS 3.8.1, 3.8.2 or 3.8.3?

- ☐ Yes
- ☐ No

As a library administrator for your institution, have you contributed compliance evidence to the SACSCOC institutional-effectiveness (IE) standard 3.3.1.3? Please explain, the nature of your contribution according to the scale below:

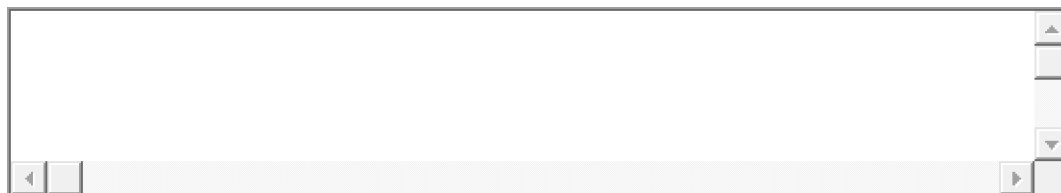
- ☐ **Significant contribution:** this standard's evidence is largely or entirely determined by library assessment surveys/processes. (I contributed 51-100%.)

- ☐ **Token contribution:** this standard's evidence is substantially determined by our institution's IE/IR department. (I contributed 26-50%.)
- ☐ **No contribution:** this standard's evidence is nearly all or completely determined by our institution's IE/IR department. (I contributed 0-25%.)

As a library administrator for your institution, have you contributed compliance narrative to the SACSCOC institutional-effectiveness (IE) standard 3.3.1.3? Please explain, the nature of your contribution according to the scale below:

- ☐ **Significant contribution:** this standard's content is largely or entirely determined by library assessment surveys/processes. (I contributed 51-100%.)
- ☐ **Token contribution:** this standard's content is substantially determined by our institution's IE/IR department. (I contributed 26-50%.)
- ☐ **No contribution:** this standard's content is nearly all or completely determined by our institution's IE/IR department. (I contributed 0-25%.)

Do you have any other comments?



*People, Libraries
and Agencies* **IN THE NEWS**

**Georgia Library Association
2018 GLA Election Results**

First Vice-President/President-Elect:

Jennifer Lautzenheiser, Middle Georgia Regional Library

Vice-President for Membership:

Oscar Gittemeier, Atlanta-Fulton Public Library System

Secretary:

Mary Young, Uncle Remus Regional Library System

ALA Councilor:

Tamika Barnes; Georgia State University



The newly elected officers will join returning officers:

President:

Fred Smith, Georgia Southern University

Treasurer:

Eli Arnold, Oglethorpe University

Vice-President for Marketing & Branding:

Ashley Dupuy, Atlanta-Fulton Public Library System

*People, Libraries
and Agencies* **IN THE NEWS**

Georgia Library Association 2017 GLA Awards

Each year, the Georgia Library Association (GLA) recognizes exemplary library service and advocacy in Georgia through a variety of awards. Julia Padgett, GLA Awards Committee member, announced the GLA Award recipients at the All Conference Awards Ceremony on October 5, 2017 held at the Georgia Libraries Conference in Columbus, Georgia.

Bob Richardson Memorial Award

Cathy Jeffrey, retired from Clayton State University Library, is this year's Bob Richardson Memorial Award recipient. The Bob Richardson Memorial Award honors those who have given outstanding service to the Georgia Library Association (GLA). According to Cathy's award nomination:



Cathy has shown extensive dedication to the Georgia Library Association through involvement with numerous committees and initiatives over the year[s]. She was the 2008 Academic Library Division Chair, GLA Treasurer from 2009-2012, 2015 GLA 1st Vice-President/President-Elect, 2016 GLA President, and 2017 GLA Past-President.

During her time as [2016 GLA] president, Cathy led the organization to codify many of

the practices that had been unwritten procedures of GLA for years... 2016 was an energetic year in the history of GLA that had many people involved in its leadership and successes; however, Cathy's drive to push the organization to do more and to become more active permeated the overall 'getting things done' spirit of GLA in 2016.

With the Bob Richardson Memorial Award, GLA honors Cathy Jeffrey for her significant contributions and sustained dedicated service to the association. Congratulations Cathy!

Charles Beard Library Advocacy Award

Sandra Deal, Georgia's First Lady, is this year's Charles Beard Library Advocacy Award recipient. The Charles Beard Library Advocacy Award recognizes someone not employed in or by a library who has made outstanding contributions to libraries at either the local, state, or national level. Excerpts from Mrs. Deal's nomination illustrate her dedication to supporting libraries and literacy in Georgia:

As First Lady, promoting literacy has been a top priority for Mrs. Deal. Her lifelong passion for literacy has been demonstrated in her strong support for Georgia's libraries.

As Georgia's First Lady, Mrs. Deal made "Read Across Georgia" one of her top initiatives. During her tenure, Mrs. Deal has achieved the exceptional goal of visiting each school district and county in the state, reading aloud to at least one group of children.

In Mrs. Deal's words, "We, as parents, teachers and mentors, must take it upon ourselves to ensure that our students are good readers." Mrs. Deal has also stated,

“Reading is one of the most important keystones of our community. If we can get our children reading early and often, we can make sure they graduate and go on to be successful members of society.”

Sandra Deal’s numerous accomplishments also include:

Made it a priority to preserve and promote the history of the Governor’s mansion. Her book *Memories of the Mansion: The Story of Georgia’s Governor’s Mansion*, co-written by Jennifer W. Dickey and Catherine M. Lewis, provided an exceptional account of this important piece of Georgia history.

One of her early acts as First Lady was to form a collaborative group of volunteer librarians who cataloged the extensive library in the Governor’s mansion. Thanks to these efforts, the mansion’s library is now searchable by all for the first time. Mrs. Deal’s attention to the importance of libraries and preservation is unparalleled among Georgia’s first ladies.

She continues her support of libraries by attending Public Library Day at the Georgia Capitol each year, where she presents statewide annual library awards.

The Georgia Library Association is proud to have presented Georgia’s First Lady Sandra Deal with the 2017 Charles Beard Library Advocacy Award.

McJenkin-Rheay Award

Chris Sharpe, assistant director of access services and librarian associate professor at Kennesaw State University Libraries, is this year’s McJenkin-Rheay Award recipient, which recognizes a librarian early in his/her career who has made outstanding contributions to the Georgia Library Association. According to Chris Sharpe’s nomination letter:

In his professional career, Chris has made numerous and outstanding contributions to GLA; he demonstrates leadership to both the library profession and to the larger campus and local community as a whole.

Chris has actively served GLA in several capacities since 2009. In 2015, he served as the Program Chair for the annual GA COMO conference which was held in Athens. In this capacity, he drafted the call for proposals, helped organize the selection of proposals, sent acceptance notices, and took on the ambitious task of scheduling those approximately 120 sessions.



In other major service to GLA, Chris has been an extremely active member of the Government Information Interest Group. He has held multiple positions with this SIG including secretary and vice chair. He has served as the chair of the group twice (2011-2012 and 2014-2015).

He is an exemplary team player, always willing to take on additional projects and responsibilities.

GLA congratulates Chris Sharpe and thanks him for his outstanding service to GLA!

Nora Symmers Paraprofessional Award

Janice Shipp, interlibrary loan coordinator at the Savannah College of Art and Design (SCAD) Jen Library, is this year’s recipient of the Nora

Symmers Paraprofessional Award. The award is named in honor of Nora Symmers, an outstanding paraprofessional member of GLA, and it recognizes an individual's contribution to



GLA and the Paraprofessional Division through their efforts to promote and support the Paraprofessional Division and to encourage paraprofessional participation in GLA. Janice received two nominations for this award, both describing her outstanding

contributions to GLA. According to her first nomination:

Janice has been an outstanding member of GLA for over 7 years. She is a member of the Paraprofessional Division, the Membership Committee, the Scholarship Committee, and the Inter Library Loan Interest Group. She has participated in various GLA Conferences and been extremely supportive in every way.

In 2015 Karen Manning approached Janice about organizing a local library staff support group. They have now formally organized and hold quarterly meetings. The organization is called The Coastal Georgia Library Collaborative and is open to all library staff members, volunteers, visitors, supporters...the work and commitment from Janice to organize this group has been phenomenal.

From her second nomination:

She has been a spokesperson for motivating and encouraging paraprofessionals and all library professionals to get involved in GLA.

By sharing her experiences and promoting the value of involvement, she has been influential with recruiting people to join GLA. A feat that highlights and demonstrates Janice's service as a Georgia Library Association member was her ability to organize meet-ups that led to the induction of the GLA Coastal Georgia Library Collaborative, a subgroup of Georgia Library Association's New Members Round Table. She is currently the Chair of this collaborative and has taken the lead in promoting [quality] networking that fosters communication amongst all levels of library personnel. Her contributions to the Georgia Library Association has made an impact and are well-deserving of recognition.

GLA congratulates Janice Shipp, this year's Nora Symmers Paraprofessional Award recipient!

Nix-Jones Award

Georgia State Librarian and Assistant Vice Chancellor Julie Walker is this year's Nix-Jones Award recipient. The Nix-Jones Award is given to a practicing librarian for distinguished service to Georgia librarianship. It recognizes substantial contributions to the library profession, such as: stimulation of library development, leadership in library programs, unusual and imaginative services, and outstanding support of Georgia's libraries.



According to Julie's nomination letter:

Julie is the best leader, developer, innovator, listener, communicator and supporter of libraries that I have ever had the privilege to serve under.

Nationwide, Georgia libraries are considered cutting-edge because of Julie's leadership and vision. She pulls the best out of her staff who have ever increasing responsibilities without additional resources. The most recent iteration of forward thinking is in the Linked Data project which is going to use commercial vendors working with the bibliographic databases of Georgia's libraries and using the Web to connect and display that data in exciting and creative new ways. She and her team have been steadily working on a vision of public library service for the near and far future.

In her role as State Librarian and Assistant Vice Chancellor, one of her primary functions is to communicate the necessity of funding for needed library construction projects, library service projects and other library needs to state legislators and senators. She is an excellent advocate for how libraries benefit Georgia residents.

In summary, she is the perfect candidate for the Nix-Jones award as a practicing librarian who has made substantial contributions to Georgia's libraries.

GLA congratulates Julie Walker, this year's Nix-Jones Award recipient!

GLA Team Award

This year, Kimberly Boyd, Ashley Dupuy, and Casey Long received the GLA Team award for their work on the Carterette Webinars Planning Team. The GLA Team Award honors a team that has excelled in the past year by offering innovative programming or services, performing or acting on assessment activities, undertaking a successful outreach or promotion effort, or providing outstanding support of an individual

Georgia library or Georgia libraries as a whole. From the nomination letter:

Their dedication to providing continued education for our members and the library community at large is absolutely a stunning and commendable undertaking. They reflect the best of what GLA is about by working together to create a showcase of best practices to share and inspire others.

Not only do Kim, Ashley, and Casey plan, arrange, produce, and moderate, but the sessions are also recorded and archived on the GLA website:

http://gla.georgialibraries.org/events_carterette_archive.htm

They strive to create a balanced mix of programs that will appeal to all libraries and different units within the library.

Since the team started working together, the average number of attendees has increased by roughly 100 individuals per session.

I have no doubt that the GLA Awards Committee will agree this team most worthy of our Association's acknowledgement for their dedication and success in providing excellent professional development opportunities for all of our members and beyond.



GLA congratulates Kimberly Boyd, Ashley Dupuy, and Casey Long, this year's GLA Team Award recipients!

For more information on GLA Awards, visit:
<https://gla.georgialibraries.org/resources/awards/> .

*People, Libraries
and Agencies* **IN THE NEWS**

Georgia Library Association Academic Library Division

Academic Paper Competition

This year's Georgia Library Association (GLA) Academic Library Division (ALD) academic paper competition garnered support among numerous academic libraries throughout the state. Traditionally the competition is announced in January, and participants have until the beginning of August to submit their paper, with the winners presenting at the Georgia Libraries Conference (GLC) in October.

The competition's goal is to encourage scholarly research and writing by academic librarians and library school students and to introduce participants to the process of scholarly review. Academic librarians from different institutions evaluate each submission through a double-blind review. To help new researchers become more comfortable with the scholarly writing process, the ALD introduced two new elements this year: a hands-on online workshop to assist in scholarly writing and the option for peer-review prior to submission. Sarah Steiner held the webinar "Getting Started in Scholarship: A Scholarly Publishing Primer for Librarians" in February. Competition participants utilized the peer review option with excellent results. For the first time this year, the ALD also offered complimentary GLC registrations to the top-scoring participants to help with costs associated with conference attendance.

This year's top two papers presented at the Georgia Libraries Conference were "Are Electronic-Based Reference Collections Really a Good Idea for Academic Libraries?" by Jennifer Putnam Davis and "The Academic Library's Challenges with Stakeholder's Influence in a Digital Age" by Jerry McRae.



ALD Academic Paper Award Winner Jennifer Putnam Davis

Academic Library Division at the Georgia Libraries Conference 2017

In addition to the academic papers presentations, the ALD sponsored a preconference workshop and a panel on promotion and tenure.

Jennifer Townes (Georgia College & State University), Fred Rascoe (Georgia Tech), and Mariann Burright (University of Georgia) led the preconference workshop "Open Access: Advocacy and Action." This workshop focused on developing a "stealth" advocacy plan for open access action. The majority of participants were school librarians from Columbus, Georgia, and each discussed their advocacy issues and barriers to access. During the workshop, participants identified strategic partners at their respective institutions and worked on conversation starters.

Incoming ALD chair Jennifer Townes moderated the panel on promotion and tenure. Panelists Andrea Stanfield, Emily Rogers, Fred Smith, and Linda Marie Golian-Lui discussed their own experiences with promotion and tenure and gave their opinions on the concept and process.



Andrea Stanfield, Emily Rogers, Fred Smith, and Linda Marie Golian-Liu

Each panelist brought a unique experience to the conversation, from being protenure to con, and each gave advice and wisdom to those going through the promotion or tenure process.

ACRL Webinar Viewing Parties

The Association of College and Research Libraries (ACRL) offers its chapters two free webinars per year. The ACRL encourages group viewings of the webinars to promote networking, communication, and collaboration among librarians. The ALD conducted a survey of its members to select webinar topics that were most relevant for academic librarians in Georgia and locations that would ensure opportunities for professional development across the state. This year's selections were "Essentials of Usability Design for Library Research Guides" and "Fighting Fake News with the ACRL Framework" in July and August.

The viewing parties, coordinated by the outgoing ACRL Chapters Council Representative, Kimberly Boyd, were well attended and were held simultaneously in six locations across the state in Athens, Augusta, Carrollton, Cartersville, Decatur, and Savannah. In addition, the Savannah and Decatur location held one-hour postwebinar workshops on topics relevant to the webinars.

The Academic Library Division and in particular the outgoing ACRL Chapters Council Representative, Kimberly Boyd, would like to thank the libraries and the librarians who worked closely with us to make these webinar viewing parties happen, including Elizabeth Clark at Georgia Highlands, Melissa Johnson at Augusta University, Casey Long at Agnes Scott College, Sandra Elaine Riggs at the University of Georgia, Kristi Smith at Armstrong State University, and Naomi Stuesser at the University of West Georgia.

2018 ALD Election Results

Incoming ALD Chair: Jennifer Townes, Scholarly Communication Librarian, Georgia College & State University

Vice-Chair/Chair Elect: Chris Sharpe, Assistant Director of Access Services, Kennesaw State University

Secretary: Jennifer Price, Business Librarian, Washington Memorial Library

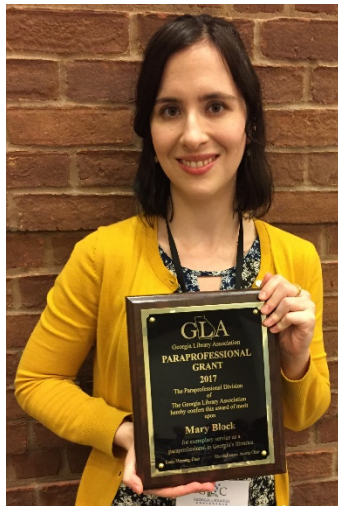
ACRL Chapters Council Representative*: Sofia Slutskey, Metadata Strategist, Georgia Institute of Technology. (* three year term)

*People, Libraries
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Georgia Library Association Paraprofessional Division Grants

The Paraprofessional Division of the Georgia Library Association (GLA) provides grants to full-time library paraprofessionals to facilitate their attendance at the Georgia Libraries Conference. Each winner also receives an awards plaque and a free one-year paraprofessional membership in the Georgia Library Association. This year, five paraprofessionals were chosen for the grants, including Mary Block, Connie S. Dowdy, Jennifer Gerrald, Marshana Sharp, and Charlotte E. Stargell.

Mary Block is the circulation assistant for Savannah College of Art and Design Atlanta campus. Mary works mostly nights and weekends and is often the only staff member available to assist patrons. Mary routinely



demonstrates an extraordinarily wide variety of skills related to both reference and circulation. Mary goes above and beyond her assigned responsibilities including formally mentoring international students. She is integral to the life of her patrons.

She is destined to make some outstanding contributions to our profession.

Connie S. Dowdy is a library media assistant to two public schools, a middle and high school. She is earnest, resourceful, dynamic and honest. She is a lifelong learner and a true

leader. She is uncompromising in her quest for quality educational opportunities for all young people. She is a highly supportive educator and has a true commitment to excellence. Her leadership skills, abilities, sense of humor, exceptional communication, and experience allow her to serve her patrons in the most effective and efficient way.



Jennifer Gerrald is the institutional repository manager with Digital Commons at Georgia Southern University. She has spent her career growing through the ever-advancing methods of creating and maintaining the metadata that makes our library resources accessible. She is an exemplary career paraprofessional who has provided immeasurable service. Growth and opportunity have been the theme of her career. She is relied on for her technical expertise, fearlessness, and resolve to take on the most complex data management tasks and see them through.



Marshana Sharp is the manager of the Dade County Public Library Branch. She accomplishes great things with a small staff of three. She



wants everyone who walks through the door to feel as if they are at home and in a safe place. She is never afraid to accept a new idea or a challenge. She makes sure that her library is out in front of new technology and is always seeking

pioneering programming. She inspires, empowers, motivates and leads by example, and the end result is a beloved library for the community.

Charlotte E. Stargell is a library assistant at the Fayette County Public Library. She is a warm,

loving soul to everyone who enters the library. She is a beloved fixture of the children's department. She assumes full responsibility and accountability for planning and executing programs in the children's department. She is extremely well organized, proficient and innovative. She knows intimately the collection, is ready in a moment's notice with an impromptu craft, and always has a listening ear for the children or their caregivers. The children just love Ms. Charlotte.



Congratulations to this year's GLA Paraprofessional Division grant awardees!

*People, Libraries
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Georgia Library Association 2017 GLA Scholarship Winners

The GLA Scholarship Committee is pleased to announce the 2017 winners of the Beard and Hubbard scholarships. These two awards are given annually by GLA to provide financial assistance for students pursuing a master's degree in library science.

The Hubbard Scholarship

This year's C.S. Hubbard Scholarship winner is Amanda Roper. She is the resource sharing and library communications specialist at Brenau University. Amanda has a BA in English Literature from Brenau and has worked for the library for thirteen years. She is a member of the Georgia Library Association Marketing and Branding committee and is the vice-chair of the Paraprofessional Division. Amanda is a student at Valdosta State University's MLIS program and is focusing on library communications and information literacy instruction. She currently lives in Gainesville, Georgia with her husband and three children. Amanda enjoys reading, blogging about books, consuming mass quantities of coffee, and finds there is no greater pleasure than writing with a nice pen in a notebook.

Amanda wrote: "After graduating with my MLIS, I plan on continuing to serve college communities in academic libraries by pursuing a career that involves reference, instruction,

library communications, and student outreach and engagement. I plan to focus on critical library pedagogy to empower students to seek, critically assess, and contextualize information. I'd also love to continue to advocate for social justice and equity in library collections, services, and programs. I'm excited to work with my library colleagues to bring the libraries to the people by encouraging accessibility, quelling library anxiety, and meeting patrons at the intersections of their life experiences."



Amanda Roper, Hubbard Scholarship Winner

The Beard Scholarship

Heather Smith is this year's Charles Beard Scholarship winner. Originally from Murray County, Georgia, she currently lives in Hall County. Heather received a Bachelor of the Arts in English from the University of Georgia in 2014, and began her first library job for Gwinnett County Public Library System immediately following her graduation.

As a library associate, Heather has had the opportunity to offer customer service and to experience the many facets of public librarianship. Heather has

been on many system teams and has helped lead many system initiatives, including leading new hire training, developing a new employee evaluation system, and implementing a new service model without service desks. Currently pursuing her MLIS online from Valdosta State University, Heather is eager to continue expanding her knowledge of library services both through her degree and through her professional experiences.

Heather wrote: "One of my favorite things about working in a public library is the ever-changing nature of the job. Technological advances and changes in customer services are never-ending, but a focus on community also ensures that libraries will be constantly adapting their resources to fit their users' needs. I am passionate about providing patrons with services that are relevant to them, and I feel strongly about catering to the specific needs of library communities. I am thankful and honored to be the recipient of the Beard Scholarship, and I look forward to continuing to

push myself to learn and grow as a library professional."

Complete information regarding the scholarships offered by GLA, including application information, is available on the GLA website at:

<http://gla.georgialibraries.org/resources/scholarships/>

Congratulations to our 2017 scholarship winners!

*People, Libraries
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Georgia Library Association Georgia Libraries Conference Scholarship Raffle

The annual Georgia Library Association (GLA) Scholarship Raffle, held at the Georgia Libraries Conference (GLC) in Columbus, Georgia, was another huge success!

Thanks to the generosity and diligent efforts of donors, volunteers, and GLC attendees, a total of \$4060.47 was raised for the C. S. Hubbard

and Charles E. Beard Scholarship awards. The scholarship committee is especially grateful to Elizabeth McKinney and those who participated in the T-Shirt Booster Campaign for the 7th Annual Pat Carterette Memorial 5k Run/Walk. Funds from this event were added to the total amount raised in the scholarship raffle.

Thank you GLA members for assisting future Georgia librarians in reaching their educational goals!



*People, Libraries
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Georgia Library Association New Members Round Table

It's time to catch up on this year's New Members Round Table activities!

Meetups

A core value of the New Members Round Table (NMRT) is the importance of social gatherings and professional meetups for those new to the Georgia Library Association (GLA) and the library profession. To illustrate this value, NMRT has continued its support of the activities of the groups Atlanta Emerging Librarians and Coastal Georgia Library Collaborative, both of which have been very active during 2017. NMRT has also organized additional meetups with various partners both inside and outside of GLA. During the spring, the NMRT officers coordinated a meetup with the group North Georgia Associated Libraries (NGAL) in the beautiful city

of Dahlonega, Georgia. Members of both organizations met for lunch and after took a guided tour of the University of North Georgia's Dahlonega Campus Library. During the fall, NMRT and the GLA Interest Group Council also held their annual combined business meeting and social on Thursday night of the Georgia Libraries Conference at the Cannon Brewpub in downtown Columbus.

This year's Atlanta Emerging Librarians (AEL) planning committee, made up of Amanda Densmore, Holly Hampton, and Jherusha Lambert, has coordinated several social meetups around the Atlanta area, including a tour of the National Archives in Morrow, Georgia, and a professional development presentation at the Metropolitan Branch of the Atlanta-Fulton Public Library System. AEL also sponsored a panel presentation at the 2017 Georgia Libraries Conference. To close out the year, AEL is planning an escape room holiday



NMRT and Interest Group Council Social at the Georgia Libraries Conference

party as well as the annual “Mingle with the Admins” event, so be on the lookout for more information on the GLA listserv, Facebook, and Twitter.

Coastal Georgia Library Collaborative (CGLC), which initially formed in late 2015 with the aim of promoting more GLA involvement in the southern portion of Georgia, has held social meetups at the Georgia Historical Society, Savannah State University, and Lane Library at Armstrong State University. The 2017 CGLC planning committee is made up of Janice Shipp, Brenda Poku, Kristi Smith, Vivian Bynoe, and Autumn Johnson. CGLC has an active blog at <https://glacoastal.wordpress.com>, and you may also follow them on Facebook, Twitter, and Instagram.

Georgia Libraries Conference Buddy Program

Following the conference theme of “Different by Design,” NMRT decided to implement a new program this year at the Georgia Libraries Conference (GLC). Inspired by buddy programs organized by ALA’s LITA and GLBTRT, the GLC conference buddy program was designed to build connections among library professionals and ease newcomers into the sometimes-

daunting conference experience. The overall objective was to provide new conference-goers a mentor-like buddy to make connections with and to encourage their participation in various conference activities. Experienced conference buddies were asked to meet with their assigned buddy over the conference, introduce them to conference attendees and other GLA members, and offer suggestions as well as advice on

getting the most out of the conference experience and GLA membership. With less than twenty buddies this time around, the inaugural program was very small, but the aim is to grow this program into something valuable for new and experienced GLA members alike.



NMRT Officers, from left to right: Catherine Mancini, Emily Williams, and Holly Hampton

2018 Elections

NMRT held elections for the 2018 officers electronically during the month of September. As this year’s vice chair, Emily Williams (Kennesaw State University) will be moving into the chair position for 2018. A vice chair and secretary were elected to serve in 2018: Holly Hampton (Clayton State University) will take over the duties of vice chair, and Catherine Mancini (Savannah College of Art and Design) will take over as secretary. Congratulations to the new officers!

*People, Libraries
and Agencies* **IN THE NEWS**

Georgia Library Association Research and Assessment Interest Group

New Online Professional Learning Community

The Research and Assessment Interest Group (RAIG) now offers members the opportunity to participate in an online professional learning community and collaboratively explore core assessment concepts and skills. This opportunity is thanks to the generosity of Dr. Amanda Ferster, Assistant Professor with the University of Georgia (UGA) Educational Psychology Department, who is volunteering her time and expertise to guide RAIG members in discussions about assessment outcomes, data collection strategies, and data analysis tools. Dr. Ferster has previously served educational agencies and universities as an institutional researcher/continuous improvement specialist, research scientist, and psychometrician in support of large-scale assessment programs.



Dr. Amanda Ferster

Hosted on UGA's eLearningCommons, the series started in September and will run through May 2018. Monthly modules consist of a thirty minute pre-recorded video lecture, recommended readings, and discussion questions. Anyone interested in joining RAIG's professional learning community can contact Cristina Hernández Trotter at: chtrotter@gmail.com.

Hybrid Meetings Around the State Continue

The Research and Assessment Interest Group (RAIG) met on July 21, 2017 for another casual

day of knowledge-sharing and collaboration. Half of the twenty-seven attendees enjoyed meeting at the University of Georgia in Athens, while the other half attended online. The meeting started with the panel discussion "LibQUAL and Beyond: Evolving Assessment at UGA" presented by Chandler Christoffel, Diana Hartle, and Nan McMurry. This was followed by two lightning talks presented by RAIG members: "Correlating Impact via Secondary Analysis" by Christina Holm and "Policy Assessment through the Diversity Lens" by Jennifer Price. Members then engaged in dynamic, small-group discussions about their own challenges, experiences, and ideas about library assessment.

The Miller Learning Center (MLC) at UGA offered not only an attractive and inspiring meeting space, but also the technology and support needed to make this interactive hybrid meeting a success. RAIG would like to thank MLC's staff for their technical support, Jittery Joe's for the donation of coffee and fixings, and the Georgia Library Association for funding this event.

Given the success of this year's two hybrid meetings, RAIG is committed to continuing this activity. Plans are now underway for a spring meeting in Valdosta to be followed by a summer meeting in Carrollton. Keep an eye out for details!

2018 Officers

RAIG held an online election of officers in September. Officers for 2018 are Cristina Hernandez Trotter (Chair), Jennifer Price (Vice-

Chair), and Andrea Stanfield (Secretary-Treasurer).

Any GLA members who are interested in LIS research and/or library assessment may join

RAIG at no additional cost. To learn more, please contact Cristina Hernández Trotter at chtrotter@gmail.com or visit: <http://gla.georgialibraries.org/interest-groups/>

*People, Libraries
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Digital Library of Georgia

New Website Devoted to Georgia Historic Newspapers Available from the Digital Library of Georgia.

The Digital Library of Georgia (DLG) is pleased to announce the launch of a brand-new website featuring historic newspaper titles from around the state. Georgia Historic Newspapers (GHN), available at:

<http://gahistoricnewspapers.galileo.usg.edu/>

Since 2007, the Digital Library of Georgia has been providing access to the state's historic newspapers through multiple, online city and regional newspaper archives. The DLG's newest website, Georgia Historic Newspapers (GHN), continues that tradition by bringing together new and existing resources into a single, consolidated website.

"Historic newspapers provide a unique look at our state over time. They are invaluable to scholars and the general public alike as they provide in-depth coverage of Georgia counties and cities, report on the activities of state and local government, and reflect the social and

cultural values of the time that they were created. By far, they are DLG's most popular resources," remarked Sheila McAlister, director of the Digital Library of Georgia. "We're grateful for the assistance of our partners as we continue to add new content and

improve how our users interact with these important historic documents."

The GHN includes some of the state's earliest newspapers; important African-American, Roman Catholic, and Cherokee newspapers; and issues from Augusta, Atlanta, Columbus, Fayetteville, Houston County, Louisville, Thomson, Sandersville, Waycross, and Waynesboro. The latest additions bring the total number of newspaper pages available free online through the DLG to 825,000 pages.



Like the older DLG newspaper sites, GHN provides newspaper issues that are full-text searchable and can be browsed by date and title.

Features of the new site include:

- Essays about the publishing history of various newspaper titles,
- Browsing by region (corresponding to regions of older sites), and
- Browsing by types that include community papers, papers-of-record, African-American papers, religious papers, school papers, or Native American papers.

The site is compatible with all current browsers, and the newspaper page images can be viewed



without the use of plug-ins or additional software downloads.

All previously digitized newspapers are scheduled to be incorporated into the new GHN platform. Until that time, users may continue to access the existing regional and city sites (North, South, West Georgia, Athens, Macon, Milledgeville, and Savannah). Milledgeville and the South Georgia historic newspapers are slated to be integrated into GHN next.

Digitization of the newspapers found in the initial launch of GHN was made possible through partnerships with the following organizations:

- Flint Energies Foundation
- Georgia HomePLACE/Georgia Public Library Service
- Houston County Public Library System
- R.J. Taylor, Jr. Foundation
- Roman Catholic Diocese of Savannah
- Taylor County Historical-Genealogical Society

About the Georgia Historic Newspapers Archive



The Georgia Historic Newspapers Archive is a project of the Digital Library of Georgia (DLG), a part of Georgia's Virtual Library GALILEO and is based at the University of Georgia Libraries. Since 2007, the

DLG has partnered with universities, archives, public libraries, historical societies, museums, and other cultural heritage institutions to digitize historical newspapers from around the

state. The archive is free and open for public use.

New Grant Program Seeks to Increase Digital Participation

The Juliette Gordon Low Birthplace, the Johnny Mize Collection at Piedmont College, and town films and home movies at the University of Georgia media archives are among nine Competitive Digitization grants awarded through a new program with the Digital Library of Georgia.

"The projects selected for DLG's inaugural subgranting program represent the diverse history of the state. Our partners for these projects also reflect the wealth of cultural heritage organizations in the state" said Sheila McAlister, director of the Digital Library of Georgia.

These are the first grants awarded in the program intended to broaden partner participation in the Digital Library of Georgia (DLG). The DLG solicited proposals for historic digitization projects in a statewide call, and applicants submitted proposals for projects with a cost of up to \$5,000. The projects will be administered by DLG staff who will perform digitization and descriptive services on textual (not including newspapers), graphic, and audio-visual materials.

Preference in the selection process was given to proposals from institutions that had not yet collaborated with the DLG. The Juliette Gordon Low Birthplace and Piedmont College Library are new partners for the DLG.

The nine recipients and their projects include:

- Juliette Gordon Low Birthplace (Savannah) - Digitization and description of "Juliette Gordon Low Correspondence, Series India Letters." Juliette Gordon Low traveled in northern India in 1908 and wrote

letters to her family describing her experiences and impressions.

- City of Savannah, Research Library & Municipal Archives - Digitization and description of "Record Series 3121-019, Savannah Cadastral Survey—Ward Survey Maps, 1939–1940" (Ward Survey Maps were prepared by the Works Progress Administration (WPA) as part of a survey project); "Record Series 3121-020, Engineering Department—Major Subdivision Maps, 1871–1972, no date" (Major Subdivision Maps include maps of Savannah neighborhoods and subdivisions prepared by surveyors and engineers submitted to the City of Savannah Engineering Department); "Record Series 3121-007, Engineering Department—General Maps, 1798–1961, no date" (maps illustrating property holdings, land subdivision, and private development in Savannah from the 18th–20th centuries).
- Atlanta History Center - Digitization of recordings of the radio program *Southwind: The New Sounds of the Old Confederacy*, which aired on WABE in Atlanta between Nov. 14, 1980 and Jan. 29, 1987.
- Valdosta State University Archives and Special Collections - Digitization of the *Pinebranch*, the first student publication of South Georgia State Normal College and Georgia State Woman's College (both earlier names for Valdosta State University).
- Piedmont College Library (Demorest, Georgia) - Description of the "May Ivie Valise Collection" (a case full of historical materials belonging to

Piedmont College alumna May Ivie), Johnny Mize Collection (fan letters and photographs belonging to professional baseball player and Demorest, Georgia native Johnny Mize).

- Columbus State University Archives - Digitization and description of the Civil War era material of General Henry Benning, a prominent Confederate general and Georgia Supreme Court justice for whom Fort Benning was named.
- Walter J. Brown Media Archives and Peabody Awards Collection (Athens, Georgia) - Enhanced description of Georgia town films and home movies digitized by the Brown Media Archives.
- Berry College (Mount Berry, Georgia) - Digitization of January 1907 to Winter 1942–1943 issues of the *Southern Highlander*, the official magazine of the Berry Schools.
- Athens-Clarke County Library (Athens, Georgia) - Digitization and description of *Image* magazine, a publication that documented the everyday lives of the African American citizens of Athens, from 1977–1980.

Based at the University of Georgia Libraries, the Digital Library of Georgia is a GALILEO initiative that collaborates with Georgia's libraries, archives, museums, and other institutions of education and culture to provide access to key information resources on Georgia history, culture, and life. This primary mission is accomplished through the ongoing development, maintenance, and preservation of digital collections and online digital library resources.

People, Libraries
and Agencies

IN THE NEWS

Gwinnett County Public Library

North Georgia Reads Series of Book Signing Events with Bestselling Author Sharyn McCrumb

North Georgia Reads, a collaborative partnership between neighboring library systems that brings bestselling authors to a community of forty six libraries in the region,



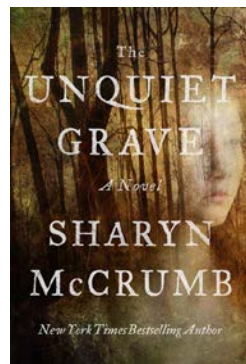
hosted bestselling author Sharyn McCrumb for a series of book signing events in November.

Her latest novel, *The Unquiet Grave*, takes place in nineteenth century West Virginia and is based on the true story of one of the strangest murder trials in American

history—the case of the Greenbrier Ghost.

Sharyn McCrumb is best known for her Appalachian “Ballad” novels, including the *New York Times* best sellers *The Ballad of Tom Dooley*, *The Ballad of Frankie Silver*, and *Ghost Riders*, which won the Wilma Dykeman Award for Literature from the East Tennessee Historical Society and the national Audie Award for Best Recorded Book.

McCrumb is also a winner of the Nero Award, the Edgar Award, a two-time winner of the Agatha Award for Best Novel, Agatha Award for Best



Short Story, two-time winner of the Macavity Award for Best Mystery, and an Anthony Award winner for Best Novel and Best Short Story.

North Georgia Reads is a collaborative partnership between neighboring library systems that brings bestselling authors to a community of forty six libraries in the region.

GCPL Hosted Bestselling Author Stuart Woods in Norcross



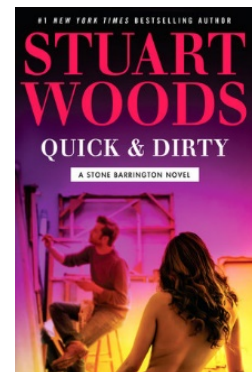
Gwinnett County Public Library (GCPL) hosted *New York Times* bestselling author and Edgar Award winner Stuart Woods at the Norcross Cultural

Arts & Community Center on October 30, 2017.

Stuart Woods is the author of more than sixty novels. A native of Georgia, Woods began his writing career in the advertising industry. *Chiefs*, his debut in 1981, won the Edgar Award from the Mystery Writers of America, widely acknowledged to be the most prestigious award in the genre.

His latest novel is *Quick & Dirty*, where Stone Barrington gets entangled in the rarefied art business in this heart-stopping thriller.

The program was free and open to the public. A silent auction and beverage bar was sponsored by the Friends of GCPL. Attendees who



purchased books at the program received a preferred position in the signing line.

Expanded Open+ Library Hours

Gwinnett County Public Library (GCPL) began offering Open+ evening hours at the Lawrenceville Branch on October 30, 2017. Open+ will expand to 10 p.m. seven days a week after closing, giving customers increased self-service access to library resources beyond the morning hours currently offered.

The system, developed by Norcross-based technology supplier Bibliotheca, is a complete solution that automatically controls and monitors building access, self-service kiosks, public access computers, lighting, alarms, public announcements, and patron safety. GCPL became the first library system in North America to offer the service when it launched in June 2016.



GWINNETT COUNTY
PUBLIC LIBRARY

Customers who are eighteen years of age or older and hold a library card in good standing may register for Open+ at any GCPL location. Upon arrival, customers will insert their own library card into a reader at the entrance, enter a pin, and gain access to library resources.

For more information about Open+, call the Library Help Line at 770-978-5154 or stop by your local branch.

GCPL Recognized for Community Impact and Leadership in Urban Libraries Council's Innovations Initiative

With funding around the United States and Canada constrained, libraries are leveraging the public's investment by finding innovative approaches to strengthen their communities.

The Urban Libraries Council (ULC) recently recognized ten libraries as "Top Innovators." These libraries have proven themselves unfazed

by the rough terrain and are providing their communities with essential resources through inventive programs. GCPL's Customer Contact Center was recognized as a "Top Innovator" in the Customer Experience category.

A panel of expert judges selected GCPL from a pool of over 250 submissions as one of ten library practices that best embodies the twenty-first century library's role as a community leader and pioneer for positive change.

"Now, more than ever, libraries must act as leaders in their community to provide resources that many have

taken for granted," said ULC President and CEO Susan Benton. "During times of economic and social difficulties, these libraries have stepped up to the challenge of inspiring change while helping their communities thrive."

Gwinnett County Public Library's (GCPL) Customer Contact Center was created to decrease customer wait time, improve service, and increase the quality of library subject and research guides. Full-time, specialized staff work from a dedicated call center at the Lilburn branch to handle thousands of customer calls a month, including more than 19,000 in August alone. A live chat feature was also added to the library website to offer customers an easy way to reach staff and have their questions answered.

"This award is a testament to the hard work and dedication of our employees," says Charles Pace, GCPL executive director. "I am particularly pleased that this award recognizes some of our employees who are a voice on the phone but who may not always get the attention and accolades they deserve."

The list of 2017 ULC Innovations can be viewed at UrbanLibraries.org

GCPL and SJSU Announce New Innovative Librarians Award

[Gwinnett County Public Library](#) and the [San José State University School of Information](#) will co-sponsor the Innovative Librarians Award to recognize library science graduate students who put forward new ideas that improve libraries and library services.

Nominations will be judged by public librarians with years of frontline, managerial, and administrative experience.

“When hiring professional librarians, we're always looking for those who are willing to put forth their innovative ideas and be agents of change,” says Michael Casey, GCPL director of customer experience. “What better way to discover new and innovative ideas while at the same time giving students and recently graduated librarians an opportunity to make a name for themselves in the greater profession.”

“We are delighted to partner with Gwinnett County Public Library on this wonderful opportunity for MLIS students and recent graduates to showcase their talents and get recognized for their ingenuity so early in their careers,” says Dr. Sandra Hirsh, professor and director at the SJSU School of Information. “This award celebrates new thinking and fresh perspectives that will positively impact our communities.”

The award is open to all students who are currently enrolled and pursuing a graduate degree in library science, or who have graduated with an MLS or MLIS within the past two years.

Five finalists will be selected from all properly submitted applications. One entrant will be selected from the five finalists to receive a \$1,000 cash prize.

Applications will be accepted through January 31, 2018. For more information, visit:

innovativelibrarians.com.



About SJSU School of Information:

Based in California's world-renowned Silicon Valley, the San José State University School of Information is a recognized leader in online education and offers entirely online master's degree and certificate programs. Graduates work worldwide in diverse career environments, such as user experience design, digital asset management, information architecture, electronic records management, information governance, digital preservation, and librarianship.

GCPL Surpasses 500,000 Registered Library Accounts

Gwinnett County Public Library (GCPL) has surpassed 500,000 registered library accounts.

The milestone comes as GCPL joined the American Library Association and libraries nationwide for Library Card Sign-up Month in September, an initiative to make sure that every student has the most important school supply of all—a free library card.

More than 128,000 of GCPL's registered library accounts are held by students who signed up for library cards through partnerships with Gwinnett County Public Schools (Branch Out!) and Buford City Schools (Community Connection). Both programs allow students to use their student ID number and a PIN for access to the library system's collection, materials, and databases.

"GCPL is proud to mark this milestone achievement of having more than 500,000 registered borrowers," says GCPL executive director Charles Pace. "We encourage every

citizen of Gwinnett County not only to sign up for a library card but to use it regularly."

Sign up for a library card to access digital resources, books, and more at gwinnettpl.org.

GCPL Virtual Dementia Tour at Suwanee Branch

Gwinnett County Public Library (GCPL) partnered with [Second Wind Dreams](#), WSB-TV's Family 2 Family project, and the Georgia Public Library Service to host the [Virtual Dementia Tour®](#) at the Suwanee Branch on September 14, 2017.



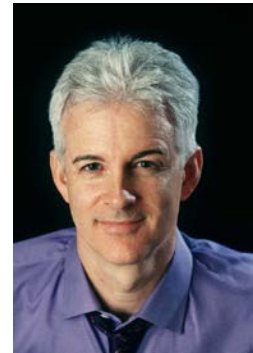
One of five metro Atlanta library systems selected to host the tour, GCPL helped honor Second Wind Dreams' twentieth anniversary of outreach dedicated to the elder population and improved education for Georgians who provide care for seniors.

Guests got a glimpse into the window of dementia through hands-on, individualized, experiential learning. It is a powerful way to connect society to a forgotten truth about seniors: the truth that age does not erase hopes and dreams.

The insight provided by the Virtual Dementia Tour will alter perspectives and change the way people approach caregiving. The Virtual Dementia Tour has also been lauded as a game changer in helping understand what person-centered contact actually entails.

New York Times Bestselling Author and Veterans Rights Advocate Ellis Henican

Gwinnett County Public Library (GCPL) hosted *New York Times* bestselling author Ellis Henican on September 10, 2017 at the Norcross Cultural Arts & Community Center.

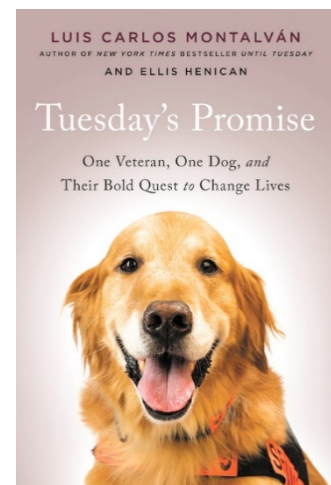


Henican's latest book *Tuesday's Promise*, co-written with the late Luis Carlos Montalván, illuminates the disturbing reality of those living with PTSD, and the hope and inspiration one man and one dog brought to so many. The new book serves as a tribute to the incredible bond shared between Montalván and his service dog Tuesday, and the many challenges that war veterans face after returning from combat.

Henican is also a Pulitzer Prize-winning newspaper columnist and a frequent commentator on CNN.

Special guest Doc Todd, a combat veteran, performed verses from his album *Combat Medicine*. The album is intended to give veterans a voice and inform everyday Americans about the real struggles facing our former service members as they transition into their civilian lives.

GCPL previously hosted Montalván as a guest speaker in 2014. In December 2016, Montalván took his own life. Through the help of Luis' devoted friends at Educated Canines Assisting with Disabilities, Tuesday will



continue with their mission of hope and healing while carrying on Luis' legacy.

GCPL'S New Catalog Interface Allows Customers to Build Reading Lists, Follow Users, and Create Content

Gwinnett County Public Library (GCPL) has partnered with Toronto-based software company [BiblioCommons](#) to launch a new catalog interface that provides customer-friendly features to help search, explore, borrow, and do more in the online library.

The new catalog, which was made available Monday, August 14, 2017, helps patrons discover new materials and join a digital community of readers in Gwinnett County and beyond. Features include:

- Improved search functionality
- Clean, clear design, and flexible sorting
- Ability to create a username, reading lists, and content
- Rate, review, and tag materials
- One-click holds
- Mobile app will be available in iTunes and Google Play Store

On their shelves, customers can track and organize everything they have read, seen, listened to, or want to read. The New Titles menu is updated automatically and features newly arrived titles, on order titles, multiple formats, and more.

Library staff recommendations, readers' advisory, and reference are built right into the catalog. All community contributed content is shared across BiblioCommons' 181 libraries in the US and Canada. With almost 8 million registered users, BiblioCommons hosts catalog interfaces for some of the largest library systems in the US, including Boston, Seattle, and Chicago Public Library.

"The new BiblioCommons interface will provide enhanced accessibility and discovery to library

collections," says GCPL Executive Director Charles Pace. "BiblioCommons is a customer-friendly system used by many leading libraries in North America. This is one more step in our mission to make access to library resources as easy as possible for our customers"

The new catalog was developed as part of a strategy to improve the customer experience, discovery, and access to the GCPL collection. In 2016, customers checked out more than 5 million items and placed 1.1 million requests.

Visit [gwinnett.bibliocommons.com](#) or [gwinnettpl.org](#) to check out the new catalog.

Daniel Cowan and the Dan Random Band at the Red Clay Music Foundry

Gwinnett County Public Library (GCPL) and Eddie Owen Presents hosted Daniel Cowan and the Dan Random Band for a free live performance on August 25, 2017 at the Red Clay Music Foundry.



Cowan offers a unique listening experience, which weaves science fiction readings from his book, *Somewhere Called Now: To Arrive Before You Leave*, with music from the original soundtrack performed by his six-man band.

A Gwinnett County resident, Daniel Cowan, aka Dan Random, is an author, musician, singer, composer, and producer with nine CDs under

his belt. In the last ten years, he has written and copyrighted close to one hundred musical compositions, along with several poems and *Somewhere Called Now*, his debut science fiction novel, and a rare book in the publishing world with a sound track. To sample Cowan's music, visit: www.somewherecallednow.com.

Rotary Club of Duluth Donates \$50,000 to Gwinnett County Public Library

Rotary Club of Duluth presented a check for \$50,000 to the Gwinnett County Public Library (GCPL) at the 1818 Club. The donation will be directed towards the new Duluth Branch Library's children's area.

Funds from Rotary Club of Duluth, a community organization with fifty members, will help create a fun, educational storytime space that will be enjoyed by children and families for years to come.

"The Rotary Club of Duluth has served our community for the past thirty years, and this year the theme internationally for Rotary is Making a Difference," says Rotary Club of Duluth President Houston Bass. "I am proud to be part of a group that is so committed to making such a significant and lasting difference in our community."

"Rotary Club of Duluth is very excited about the opportunity to support the new state-of-the-art library that will be built right here in our own



backyard," says outgoing Rotary Club of Duluth President Mike Ballenger. "Literacy has always been a key focus of Rotary, and helping to enhance the children's area in the new library will provide additional learning opportunities for our local youth as they improve their reading skills."

"Lifelong learning is critical to the growth of any community," says Rotary Club of Duluth member Randy Redner. "Libraries are the only places

I know that foster this learning from birth to our golden years."

"The Gwinnett County Public Library is honored to receive this donation from the Rotary Club of Duluth," says GCPL Executive Director Charles Pace. "These funds will provide additional

furnishings, technology, and other enhancements to the children's space in the new Duluth Branch."

"Our community is blessed to have the support of such devoted civic

organizations to help Gwinnett County offer the best possible libraries to its residents," says GCPL Development Manager Shelly Schwerzler.

GCPL Introduces Flipster, A New Way to Access Free Digital Magazines

Gwinnett County Public Library (GCPL) customers can now access their favorite digital

magazines using Flipster® from EBSCO Information Services. Flipster is a next-generation magazine service that allows people to browse digital versions of the latest issues of



popular magazines, courtesy of the library.

GCPL has both Flipster and hardcopy versions of magazines such as *People*, *Sports Illustrated*, *Time*, and more so patrons have the option of accessing the content at the library or remotely. Magazines can be downloaded to Android™ phones and tablets, Apple® phones and tablets, and Kindle Fire tablets for offline reading anytime, anywhere.

Flipster offers an easy, browse-able reading experience. Users can browse magazines by category as well as perform searches for

specific periodicals. An online newsstand provides a carousel of the most recent issues, as well as a carousel of all issues allowing for quick access to magazines. The table of contents contains links for quick access to articles of interest and hotlinks within magazines are hyperlinked, opening in separate tabs when clicked. In addition, there is an option to zoom in and out for better readability.

Visit www.gwinnettpl.org to learn more about accessing the library's digital magazines through Flipster.

*People, Libraries
and Agencies* **IN THE NEWS**

Kennesaw State University

Welcome to April Schweikhard who is Kennesaw State University's (KSU) very first scholarly communications librarian. April came from Oklahoma where she was a librarian at the University of Oklahoma-Tulsa Schusterman Library.

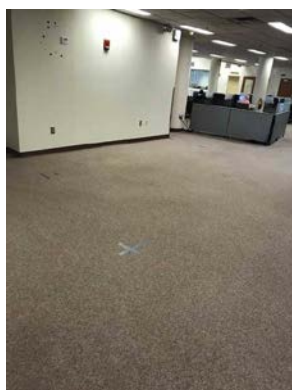


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Congratulations to Chris Sharpe, assistant director of access services! Chris was awarded the Georgia Library Association's McJenkin-Rheay award. This award is for a librarian who has made outstanding contributions to the Georgia Library Association.



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Renovations are starting at the Johnson Library, Marietta Campus. The computer area is under expansion.

§

The Johnson Library had several events in

October to help students "de-stress" during mid-terms. The Happy Tails Therapy Dogs visited on October 10, 2017. The library also had a tea tasting that day with librarians, Ying Chen, Yongli Ma, and Li Chen. On October 12, 2017 librarian and magician, Carey Huddlestun, performed a magic show for the students.



Off the SHELF

A Boy from Georgia: Coming of Age in the Segregated South by Hamilton Jordan; edited by Kathleen Jordan and Hamilton Jordan, Jr.; foreword by President Jimmy Carter (University of Georgia Press, 2015, ISBN 978-0-8203-4889-6, \$32.95)

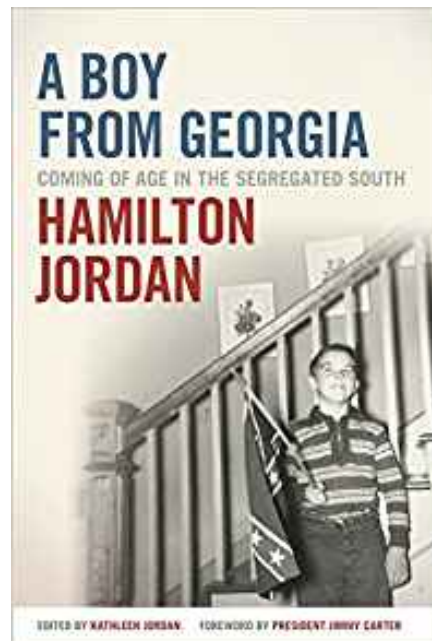
A Boy from Georgia chronicles Hamilton Jordan's coming-of-age and early adulthood in segregation-era Georgia. Jordan, who served both as a key advisor to Jimmy Carter's 1976 presidential campaign and as White House chief of staff from 1979 to 1980, died in 2008 of peritoneal mesothelioma, leaving this memoir incomplete. It was finished, therefore, by his daughter Kathleen who concludes that Carter was the "ultimate hero" to her father, as the president demonstrated that Jordan could continue to "work for progress and social justice while still maintaining a healthy pride in his home state and the South."

Indeed, the primary theme of this autobiography is the tension between the segregationist milieu in which Jordan matured and the intensifying demands for extending civil rights to African Americans that he witnessed. For example, Jordan learned about politics and current events from his segregationist grandfather, a judge from the small agricultural village of Lexington, whereas Jordan hailed from Albany, a large, majority African American town that was the urban center of southwestern Georgia. Although he was still a minor at the time of the 1961 Albany Movement that championed the cause of desegregation within the city, Jordan wrote that he long felt shame of

his ignorance to the system of segregation to which he believed he lent tacit support by his silence.

Not until his 1963 internship for the segregationist senator Richard Russell did Jordan seem to become aware of the two directions in which he was being pulled. After listening to President Kennedy speak about civil rights during a White House reception and witnessing the March on Washington as an

unofficial representative for Senator Russell's office, Jordan realized that he was no longer proud of his connection to the prominent legislator for whom he was then working. Upon his return to Georgia, Jordan forged a closer relationship with his uncle Clarence, the "black sheep of the family," who founded the interracial commune of Koinonia. Then, in 1966, Jordan wrote a letter to Jimmy Carter, who later invited the young man to work on his first gubernatorial campaign, an election Carter lost in a close runoff to segregationist Lester Maddox.



This book does not focus solely on civil rights. Jordan also included his perspectives on other prominent issues and people of the day, such as his sister's battle with polio and the overblown fears of a Communist incursion into Albany. He also recounted stories of hiring Otis Redding to perform at a high school dance and observing President Johnson profanely berate his staff. Perhaps most influential to Jordan and his children, though, was his discovery of his maternal grandmother's Jewish heritage, a story that remained forever incomplete due to

the family's refusal to discuss the issue openly in the anti-Semitic climate of mid-twentieth century Georgia.

Though published by a university press, this work is conversational in tone and is

recommended for scholars and non-academic readers alike. It is appropriate both for academic and for public libraries.

Thomas Waters is Government Documents Associate at the University of West Georgia

Off the SHELF

Crackers: A Southern Memoir by Bill Merritt
(Mercer University Press, 2016: ISBN 978-0-88146-572-3, \$18.00)

Crackers is Bill Merritt's coming-of-age story. The title comes from an Atlanta, Georgia, Minor League Baseball team. His memoir begins when the Merritt family moved to Atlanta in the 1940s. The federal government seized their family land in northern Alabama. It did this to make phosgene and chlorine gas for bombs on what would become the Redstone Arsenal. As with most coming of age stories, Merritt's youth is full of innocence, and the older he becomes, the less idyllic life is.

Merritt details the white supremacy and racism of the era. The miasma of the Confederacy hangs over Merritt's memoir. As a child, he played Civil War battles, and the symbols and memorabilia of the Confederacy were commonplace. He sympathized with the Rebel soldiers and imagined their bravery when he visited state parks that had tributes to fallen Confederate soldiers. When he attended Duke University, the northern students on campus heightened his awareness of the need for social and racial justice in the South. As an adult, Merritt consciously rejected the racism that was unquestioned in his youth.

After graduating from Duke, he volunteered and was injured in Vietnam. Merritt's account of his military service is laced with cynicism. After a hospital rehabilitation stint, the book jumps to the death of Merritt's father and his

lingering suspicions that his stepmother put a "hit" on him.

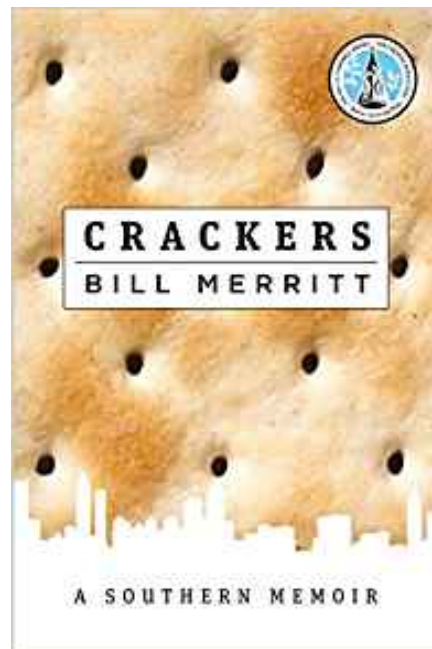
Some of the individuals in Merritt's life are real life "Southern Gothic" characters, especially his stepmother, Ceci. She was a jealous, vain, over-sexed alcoholic that vomited on strangers at posh parties. She tried to help prison inmates by counseling them, which often led to sexual encounters.

While *Crackers* is an enjoyable read, and Merritt has a wry sense of humor, he cannot always

make light of the tragedies his family endures—most significantly the death of his mother in a plane explosion. He's a skillful writer, candid and unflinching. He does not seek pity or empathy.

Merritt's autobiography is useful for those wanting to understand how an "unreconstructed Southerner" viewed the civil rights movements in Atlanta. It also details how his views on race changed over time. Although Merritt benefitted from both racial and class privilege, he is less introspective about the latter. He attended

Westminster School, the oldest and most exclusive private school in Atlanta, and his family belonged to the Piedmont Driving Club. They lived on Peachtree Battle Avenue—a street in Buckhead where a Jewish temple was bombed. Although Merritt documents the events of the era, some readers will appreciate Merritt's physical descriptions of Atlanta, Peachtree Creek, Buckhead, and the Chattahoochee River during the 1960s as well.



For those who didn't grow up in the South during the civil rights era, this book is especially insightful. Merritt articulates common understandings among white southerners about race and power that were known, even to children, but seldom spoken.

This book is recommended for all public libraries and for all libraries maintaining regional collections.

*Christopher Andrews is Reference Services
Librarian at University of North Georgia*

Off the SHELF

Sleeping Above Chaos: A Black Mountain Novel
by Ann Hite (Mercer University Press, 2016:
ISBN 978-0-88146-584-6, \$17.00)

Sleeping Above Chaos is a lively soap opera of a book. Set in the fictional town of Swannanoa Gap, deep in the north Georgia mountains, it tells about the relationships of two brothers, Buster and Lee Wright, and a woman, Ella Ruth Allen, through the 1940s and '50s. This book is a semi-sequel to her previous novels, using some of the same characters and setting; however, it stands alone quite easily.

The book is an excellent example of Faulkner's famous quote from *Requiem for a Nun*: "The past is never dead. It's not even past." The saying is practically a cliché when used to describe Southern literature, but it definitely fits. The characters are pursued by their pasts, and try as they might, they can't outrun them. A clear example of this is Paul Allen, Ella Ruth's long absent father, who is also an important figure to the plot. As we can see at the beginning of the book, when he returns to reclaim Ella Ruth from her grandparents, he is not a kind man:

Paul Allen walked through the room with the frame of Ella Ruth's iron bed.
"That sure looks too big for her room," the new wife said in a high-pitched voice.

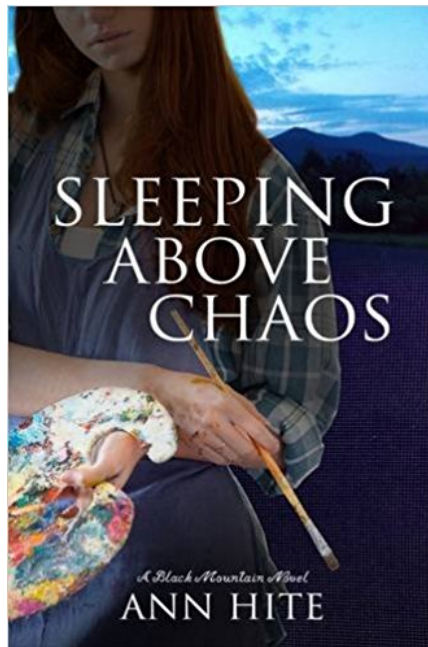
Paul Allen stopped, a vein popping out on his forehead like a ridge of mountains.
"Woman, if I need your talk, I'll ask for it."

To Hite's credit, while Allen is a major source of conflict, he is not the sole cause of it by any means. The characters are realistically drawn, each having feelings and opinions and grudges about each other for all sorts of reasons. More importantly, these attitudes motivate them to take action. This keeps things moving along briskly. World events also take a hand, with the start of World War II bringing unexpected challenges.

As seems common for certain kinds of Southern literature, the residents of Swannanoa Gap are visited on occasion by "haints," or ghosts. These are kept somewhat subtle, mainly appearing in dreams or visions, and just subtle enough to suggest their appearance might have been in the characters' imaginations. On the whole, *Sleeping Above Chaos* is a very entertaining read and does much to make the reader want

to return to the town of Swannanoa Gap.

Recommended for public libraries and adult readers.



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